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ABSTRACT

This second of a three-volume career education resource guide consists of 146 teacher-developed and -tested learning activities for use in grades 7-9. Included in the volume are activities that can be incorporated into existing curricula in the following subject areas: art, English, counseling, home economics, language arts, math, physical education, power technology, reading, sciences, and social studies. The activities are presented in a consistent format, including the activity subject area, grade level, and title; behavioral objectives; steps for completing the activity; and resources pertinent to the activity. Designed to be fused into existing classroom curricula, the activities address such career themes as self-awareness, career awareness, educational awareness, economic awareness, decision making, beginning competency, employability skills, and appreciation and attitudes. Among the types of activities provided are art projects; worksheets; discussions; and small group projects involving student development of problems, role playing, simulation, panel discussions, and newspaper writing exercises. (Other volumes of the guide, containing similar materials for use in grades K-6 and 10-12, are available separately--see note.) (MN)

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Career Education Resource Guide

Volume II · 7 - 9

VILLANOVA UNIVERSITY / SCHOOL DISTRICT OF PHILADELPHIA

TEACHER CORPS PROJECT

THOMAS D. TREACY

PROJECT DIRECTOR

AND EDITOR

U.S. DEPARTMENT OF EDUCATION
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Contents

Forward

Acknowledgements iv

How to use the guide vi

7 - 9 Activities

Art 1

English 3

Counseling 32

Home Economics 72

Language Arts 78

Math 93

Physical Education 173

Power Technology 178

Reading 200

Science 285

Social Studies 293

Appendix

I K - 12 Behavioral Objectives

II Resource Source Listing

III Bibliography

Activity # 2

Subject Area: Art

Grade Level: Junior High

Title: Cartoon Careers

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

3.15 The students will specify the detailed characteristics of their chosen fields.

8.10 The students will show an understanding of art as it relates to self and society.

*Capsule Activity Description:

Students will collect and draw cartoons. They will also write a brief report on a cartoonist (illustrator) career.

ACTIVITY

1. Have students bring examples of various types of cartoons to be displayed on bulletin boards. These can be found in ads, newspapers, magazines, comic books, etc.
2. Have the students categorize the cartoons: political, caricature, humerous, drawings (comic strip, gag, advertising, stories, articles and where possible animated.
3. Have the students draw a cartoon of their own using pencil and ink. Duplicate the cartoons in staple into a class collection for each student.
4. Assign the students a brief report on a cartoonist career.

RESOURCES

Community Contacts:

Local magazines
Local newspapers
Local printers & publishers

Free Information:

Other Resources:

Dictionary of Occupational Titles
Occupational Outlook Handbook

*This activity has been designed and/or used successfully by:

Merceda Dietz, Kimball Occupational Education Project, Kimball School District, Kimball, Nebraska

Activity # 3

Subject Area: English

Grade Level: 7

Title: The Newspaper

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

7.01 The students will show recognition of the implications of working independently and working with others.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

To explore the work of these people who produce the newspaper, highlighting the importance of English as a communication tool.

ACTIVITY

Discuss with class the different things that go into a newspaper (news, advertisments, adds, etc.)

List as many different careers as possible as they relate to newspapers (reporters, journalists, typesetters, sales people, editors, etc.)

Invite guest speaker to discuss how he/she fits into the overall newspaper operation; ask them to discuss not only her job but as many other jobs that they can think of.

xx RESOURCES

Community Contacts:

FREE Information:

American Association of Advertising Agencies, Inc., 300 Park Avenue
New York, New York, 10017
Bureau of Education & Research, American Advertising Federation
1225 Connecticut Avenue, NW, Washington, DC 20036

FREE Information: (con't)

The Institute for Research
610 South Federal Street, 7th Floor
Chicago, IL 60605

"Journalism as a Career"
"Editor and Editorial Work as a Career"
"Advertising Copy Writer-- Advertising, Journalism"
"Career as a Professional Writer"
"News Reporter--Newspapers, Magazines, Radio, TV"
"Careers in Newspaper Publishing"
"Sports Writer--Reporter--Journalist"
"Career as a News Correspondent"
"Jobs with Magazines--Journalism Career"

Other Resources:

*This activity has been designed and/or used successfully by
Shirley Violette, Teacher, Bristol, Board of Education, Bristol, CT 06010

xx Have Students start a class newspaper. Name an editor, sports editor, copywriter, etc. Have each reserach their particulat job in the Occupational Outlook Handbook. Then actually produce a class newspaper.

7

Activity # 4

Subject Area: English

Grade Level: 7 & 8

Title: "Letter Writing Skills
and Your Career"

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

Students will develop a better picture of why letter writing is vital to gathering information on careers, and actually getting a job.

ACTIVITY

1. Students choose a career they are interested in researching.
2. Students write letters asking for various materials available concerning this career. (Use Career Guide to Professional Organizations as a source of where to write)
3. Students actually mail the letters and receive information in the mail in response to their letters.
4. Students then write a "sample" letter to a company, or place of business they would like to apply for a job. (These letters do not have to be mailed).

RESOURCES

Community Contacts:

Possible invite a local personnel officer (or anyone who hires for the school district) to class to discuss the importance of good letter writing skills in applying for a job.

Free Information:

Other Resources:

Career Guide to Professional Associations
A directory of Organizations by Occupational Field. The Carroll Press, First Edition, 1976. $8.95. 43 Aquantum St., Cranston, R.I. 02920

*This activity has been designed and/or used successfully by

Kathleen Philipp , Teacher. Bristol Board of Education, Bristol, CT. 06010

Activity # 5

Subject Area: English

Grade Level: Intermediate

Title:

BEHAVIORAL OBJECTIVES:

2.03: The pupils will show awareness of multiplicity of skills and knowledge in education.

2.12: The pupils will show development of an understanding of how communications, mathematics, science and social studies skills are used in selected occupations.

*Capsule Activity Description:

The students will be able to identify those aspects of English skills that are needed for performing a specific occupation.

ACTIVITY

The teacher introduces a game in which students have to identify occupations that require English skills. A suggested list of occupations is as follows:

- vocational counselor
- typist
- lawyer
- personnel manager
- poet
- employment manager
- retail manager
- auctioneer
- social worker
- teacher
- salesperson
- song writer
- clergymen
- librarian
- pharmacist
- editor
- politician
- stenographer
- reporter
- proof reader
- receptionist
- radio announcer

Each student is assigned to be a reader, speaker, listener or writer. Groups of students try to claim an occupation as belonging predominately to their English skill by telling how their area relates to the occupation. The group with the highest number of occupations wins the game.

The teacher evaluates students participation.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Library materials, career center

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*This activity has been designed and/or used successfully by CA State Department of Education, Sacramento, CA 1977. Implementing Career Educational Instructional Strategies Guide for Kindergarten through Grade Twelve.

11

Activity # 6

Subject Area: English

Grade Level: Intermediate

Title:

BEHAVIORAL OBJECTIVES:

3.04: The pupils will be able to identify the many types of work in the community and the characteristics of the various occupations.

3.06: The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals, needs and functions within a community.

3.07: The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

*Capsule Activity Description:

The students will be able to write essays based on their awareness of a particular occupation's contribution to society.

ACTIVITY

The teacher plans field trips to a hospital, sewage treatment plant, water treatment plant, food processing plant and city or county government offices.

The students are asked to evaluate the value of a variety of occupations.

The class discusses major strikes, emergencies or other cirses in society and how they have affected lives. Each student writes a "What would happen if..." paper, describing the effects of the cessation of a particular occupation or service in the community.

The teacher evaluates student papers.

RESOURCES

Community Contacts:

Free Information:

0062

Other Resources:

Guest speakers from local government, business and industry.

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*This activity has been designed and/or used successfully by: CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 7

Subject Area: English

Grade Level: Intermediate

Title:

BEHAVIORAL OBJECTIVES:

1.07: The pupils will show understanding of the expanding concept of self.

1.10: The pupils will display understanding that setting priorities is an important part of setting and reaching goals.

*Capsule Activity Description:

Each student will list five personal characteristics and values that are related to the success of a famous person.

ACTIVITY

Each student selects a name from a list of personalities and persents an oral bibliography. Sufficient materials should be available in the library.

The students should organize an summarize their information on four by six cards. One side is used for notes, and the other side is used for introductory and concluding sentences and for sources of reference.

The students use library resources to obtain information on their selected personalities. They look for information about the personal attributes that made these people successful. Each student should use at least two sources of information.

After the oral reports are given, the class can discuss the ten most valuable attributes to success.

The teacher evaluates student reports.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Other Resources:

Library reference materials:

R.C. Polley and others. Projection in Literature. Palo Alto, CA Scott Foresman and Co., 1967 pp. 129 and 514.

J.E. Warriner and S.Y. Laws. English, Grammer and Compostion 7 Petaluma, CA Harcourt, Brace and Jovanovich, Inc., 1973, pp. 325, 41.

*This activity has been designed and/or used successfully by:

CA State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 8

Subject Area: English

Grade Level: 8

Title:

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.14 The students will show understanding of the educational requirements needed for entry into occupations within selected career areas, and the need to plan an educational process to reach their selected career goals.

*Capsule Activity Description:

To improve the ability of students to write poetry by revealing the poet as a person with a career; guest speaker who has written poetry is needed for this lesson.

ACTIVITY

1. Invite a local poet (or teacher in the school district who has written poetry) to discuss his poetry with the class.
2. Have the poet give students ideas to use in writing their own poetry. Ask him/her to show how each facet of poetry the teacher is teaching is used in the poet's work.
3. Ask each student to write 3 poems; both the poet and teacher discuss and evaluate the student's work.
4. After the speaker has discussed his "career" as a poet, whether it be full time or part time, lead a class discussion on related careers. Ask students to name as many related careers as possible, (i.e., journalist, editor, reporter, newscaster), and have them describe how each person could use the rules of poetry that were taught in class.

RESOURCES

Community Contacts:

Locate local poet/writer or teacher who writes poetry

Free Information:

National Newspaper Association
491 National Press Building
Washing, D.C. 20045

"To a Rewarding Career in Journalism"
"A Career in Journalism:

Radio & Television News
Directors Association
%WKAR Michigan State Univ.
East Lansing, Michigan 48824

"Broadcasting News Careers"

The Institute for Research
610 S. Federal St., 7th Floor
Chicago, Illinois 60605

"Journalism as a Career"
"Editor and Editorial Work as a Career"
"Advertising Copy Writer--Advertising Journalism"
"Career as a Professional Writer"
"News Reporter--Newspapers, Magazines, Radio, TV"
"Careers in Newspaper Publishing"
"Sports Writer--Reporter--Journalist"
"Career as a News Correspondent"
"Jobs with Magazines--Journalism Career"

The Institute for Research
610 S. Federal St., 7th Floor
Chicago Illinois 60605

"Writing for Television and Radio as a Career"
"Career as a Professional Writer"
"News Reporter-Newspapers, Magazines Radio, TV"
"Sports Writer-Reporter-Journalist"
"Jobs with Magazines-Journalism Career"

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

"English and Your Career"

Other Resources:

Occupational Outlook Handbook
U.S. Government Printing Office

*This activity has been designed and/or used successfully by

Kathleen Healy and Linda Braum, Teachers
Bristol Board of Education, Bristol, Ct. 06010

Activity # 9

Subject Area: English, Science

Grade level: 7-9

Title: "Mystery Story"

BEHAVIORAL OBJECTIVES:

5.06 The students will be able to develop criteria for judging how specified careers would meet their life goals.

5.09. The students will demonstrate their ability to use decision-making strategies and skills.

*Capsule Activity Description:

A series of crime stories which encourage critical and investigative thinking. Suitable for English as well as science classes.

ACTIVITY

-Lead the class through the following scenes.
-Assist the class in drawing conclusions from the data presented. Encourage students to explain their reasons for conclusions.
-Occupations related to activity: detective, FBI agent, police & lawyer

"Mystery Story"

METHOD: Read the following story and try to play the role as the story directs you. When the story asks you to react, very quickly do what you are asked to do. Write your comments or actions BEFORE reading on through the story.

SCENE ONE: You are a police officer walking through your patrol area. It is a nice warm sunny day. Your route takes you along a small park near the center of a large metropolitan area. Everything seems quiet and you like that,Suddenly you hear a loud bang and a scream coming from the park. As you are running toward the park you hear the screech of tires. As a police officer you have to make a detailed report as to what has happened. As you enter the park, what will you look for? (Use all five of your senses). What questions will you ask any possible witnesses?

1. What will you look for?

2. What questions will you ask possible witnesses?

Following is the actual police report:

Date: sunday, 2 July 1972 Time 3:30 p.m.

Place: Central Park near 5th Street and 22nd Street

I was walking down 22nd Avenue near the park. I heard a loud bang and a scream coming from the park. Suspecting a possible crime I began to run toward the park. As I entered the park I spotted a woman (Mrs. Alma Peterson, 2801 W. 1st. St.) who looked a bit startled. Upon questioning, she said she had been frightened by a "gun shot" and had screamed. She indicated that the "gun shot" sould appeared to have come from the street side of a thick growth of bushes near the corner of 5th St. and 22nd Avenue on 5th Street. She did not see a car driving away. Upon investigation of the area from which the sound had reportedly come from, I detected the odor of gun powder. There was, however, no sign of a body or wounded person. There was no trace of fresh blood. I did notice some broken glass in the street that I had not noticed when I passed the intersection earlier.

I went back to the woman and told her that apparently no one had been shot, and that is was probably (write what you think would be a logical explanation below.).

Police Officer's explanation:

The police officer thought the most logical explanation was that some kid had thrown a firecracker and then raced off in his car.

SCENE TWO: You are again a police officer. This time you are talking on the phone to a frantic woman who is concerned about her husband. He had gone downtown to pick up her mother. This was over three hours ago. Her mother had called and he hadn't come yet to pick her up. What questions would you ask her that would help you solve her problem?

Questions that you would ask:

Actual police report:

Phone call 2 July, 1972   6:15 p.m.

Mrs. Charles Quid, 3628 - 22nd Avenue, called concerned about her husband. He left home approximately 3:15 p.m. to pick up her mother at the bus station (2001 5th St.) He was expected at the bus station at about 3:35 p.m. His usual route downtown is to proceed north on 22nd Avenue and turn east on 5th Street. The car being driven is a 1971 Green Ford Wagon with Minnesota plates MA0842. The patrol car in the area was notified to keep a lookout for the missing car.

1. Did you ask enough questions to get the information that is in the report?

2. Did the police officer fail to get some infomration that might have been useful?

3. What institutions could be contacted to help locate this woman's husband?

SCENE THREE: You and your partner are patrolmen. You are driving your prowl car on the north side of town. As you approach the river your partner suggests that you turn down the seldom used river road near the railroad tracks. As soon as you enter the river road youspot a sus-spicious looking car. You slow down and approach cautiously. As you get near the car you note that it is a grren 1971 Ford Wagon with the right side of the windshield broken and the front and near left doors are open. You stop the car about 50 feet from the Ford and both you and your partner watch and listen for any signs of life. "Do you hear something?", was a question you both ask as you quickly run to the car. When you get there you find a man badly wounded, lying on the floor of the car.

As your partner administers first aid to the wounded man it is your job to call in and make a report. What things will you include in your report and what kind of assistance will you request?

SCENE FOUR: You are a police detective reporting on duty at 6:30 p.m. As you are approaching your office you get the message that you have just been assigned to a case involving a shooting. You quickly drive toward the location and as you are nearing the river, an ambulance rushes by you. You assume that that is your victim. As you enter the river road you see the squad cars and the attending patrol officers. The men appear to be busy searching the area around the Ford Wagon. You stop your car and begin to ponder the situation. What questions are you going to try to answer? What information might be hidden in the car and in the mind of the man in that ambulance?

1. What questions will you try to get answers to?

2. What information might be hidden in the car?

3. What information might be hidden in the mind of the victim?

This is report that you get from the attending officers:

2 July, 1972   6:15 p.m.

As we turned down the river road off of State Highway #58 we spotted an abandoned car. (1971 Green Ford Wagon, Minn. plates MAO 842) Inside the care we found the owner badly wounded. His ID is Charles Quid, 3628 22nd Avenue. He and the car had been reported missing since 3:15 p.m. There are not witnesses and the area is clean as far as we can see.

The car is sent down to the lab so that the car can be gone over with a fine tooth comb.

You are now at your office and are going over the report file for the day to see if you can possibly connect several stories together. You come up with the four reports that are in this activity..

1. What do you think holds these four reports together?

2. Write the story of what might have happened as you see it so far.

SCENE FIVE: It had been a long night and you finally get home and to bed at 4:30 a.m. You are looking forward to a good long sleep, but sure enough you are awakened by the telephone. As you get up to answer you look at your watch and it is 10:00 a.m. and you wonder what it is this time. You learn that there may have been a break in your case. When you arrive at the station this is the report that you receive:

Phone call 3 July, 1972 9:30 a.m.

Reported a burglary at the Central Park Jewelry Store, 2159 5th st. Entry was made through a rear window after the alarm system had been disconnected. They removed from the store about $10,000 worth of "stones" and about $1,000 in cash.

The apparent get-a-way car (1970 Chevy) was found in the alley behind the store with about half of hte "stones" in a bag under the front seat. They had apparently tried to get away in the car but the car failed to run. The car is registered under the name of Henry Billings and was reported stolen at 2:00 p.m., 2 July, 1972.

1. How can this report fit in with the other reports?

2. What might have been the sequence of events that led up to the finding of Charles Quid shot in his own car on the old river road?

The next day you get a report from the hospital that Charles Quid has died. Now you have a possible murder case on your hands. Two days later you get a report on the two cars.

20

LAB REPORT: Ford Wagon - Fingerprints: None other than those of the owner and his family.

Items Found: None other than those of the owner and his family.
*Microscopic study: Alfalfal pollen, and the pollen from alfalfa seeds, amny kinds of weeds, weed seeds, cow hair, (Herford) brown hair from Caucasian (all members of the Quid family have black, Negroid hair).

**Blood matching Charles Quid's blood

***Bacteriological study of the mud found in the car: Organisms found only in soil high in cow feces.

Chevy:

Fingerprints: None other than those of the owner and his family.

Items found: Bag of diamonds identified as belonging to the Central Park Jewelry Company. Bag of tools not belonging to the owner of the car.

*Microscopic study: Pollen - same as above
Seeds - same as above
Cow hair - same as above
Human hair - brown hair from same person as the one found in the Ford Wagon. In both cases the hair does not match the hair of the owner of the Chevy or his family.

***Bacteriological study of the mud found in the car - matches the organisms found in the Ford Wagon.

As the detective in charge of this case where would you go from here?

RESOURCES

Community Contacts:

Guest Speakers

- Local police - detectives
- FBI agent
- Crime Lab personnel

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Junior High Schools, Roseville School District, Roseville, Minn.

Activity # 10

Subject Area: English, Guidance

Grade Level: 7-9

Title: "Twenty Things I Love
to Do"

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

*Capsule Activity Description:

Student's complete forms to identify likes and the characteristics of their likes.

ACTIVITY

Demonstrate to students how to complete "Twenty Things I Love to Do"

"Twenty Things I Love To Do"

Be sure to say that what is written will be confidential to insure truthful responses from participants. It is also helpful for the leader to go through the activity with the groups. This could be done on a poster or blackboard.

Explanation of the code for marking each column:

(1) List 20 things you love to do

(2) A & P--Indicate by A or P whether you do each alone or with people could be both.

(3) $--If it costs money to do the thing, indicate by $. You might set a limit. Example: Mark if costs #3.50 or more. If the activity involves equipment already pruchased but does not exceed #3.50 each time activity is enjoyed, do not mark.

(4) P.A.--If you stand up and publicly affirm the item in this group of people, indicate by P.A.

(5) U or C--Do you feel the item is unique among this particular group of people or common?

(6) Date--Indicate (approximately) the last time you did the activity.

(7) Top five--Rank order the five items on your list that you enjoy most.

(8) F. or M--Place F for an item which would have been on your father's list at your age--an M if it would have been on your mother's list at your age. You might put both M & F.

The open-ended sentences on the back of the sheet can be used for discussion purposes upon completing the chart. Individuals may want to share a statement or some of these statements. For example, a participant might list "playing tennis" as an activity, but be surprised to realize that he/she has not participated in this activity for three years. Participants may want to develop or reevaluate personal goals following the activity.

The leader could follow-up activities suitable for the group. These could be done individually, in pairs, in small groups, or with the group as a whole.

TWENTY THINGS I LOVE TO DO

F or M	Top 5(x)	Date	U or C	P.A.	$	A or P	
							1.
							2.
							3.
							4.
							5.
							6.
							7.
							8.
							9.
							10.
							11.
							12.
							13.
							14.
							15.
							16.
							17.
							18.
							19.
							20.

I learned that I:

I relearned that I:

I affirmed that I:

I reaffirmed that I:

I demonstrated that I:

I recognized that I:

I was surprised that I:

I noticed that I:

I feel that I:

26

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Lenore Harms, Cole Camp R-I School, Cole Camp, MD 65325

Activity # 11

Subject Area: English/Social Studies

Grade Level: Intermediate

Title: "Puzzled Careers"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

3.04 The pupils will be able to identify the many types of work in the community and the characteristics of the various occupations.

*Capsule Activity Description:

Students practice concentration skills and broaden knowledge of careers by completing the puzzle.

ACTIVITY: (30 min.)

Divide the class into groups of five or six students. Ask each group to "brainstorm" and list as many jobs as possible that are available within their community. A local phone directory (yellow pages) could be a good resource for each group. Give the group 10 minutes. Then make a composite list on the blackboard. After this is complete give each student a career puzzle to see how many jobs they can find in the hidden career puzzle. (see sample attached)

(Individual teachers could make up the puzzles according to the grade level in which they are teaching. Student groups could also make up the puzzles and then hand out to the other groups)

SAMPLE CAREER PUZZLE

M	E	T	E	O	R	O	L	O	G	I	S	T	Z	E	Y
Y	E	T	Z	L	A	W	Y	E	R	Z	S	E	P	N	O
S	E	C	R	E	T	A	R	Y	X	I	A	A	O	G	Z
V	X	J	H	P	S	E	Q	I	P	K	I	C	L	I	A
T	Y	Z	O	A	I	V	R	Y	T	R	L	H	I	N	T
R	D	C	X	D	N	Z	T	J	O	E	O	E	T	E	H
E	C	O	L	O	G	I	S	T	X	L	R	R	I	E	L
B	X	O	C	C	E	J	C	Y	O	C	Z	Y	C	R	E
R	S	K	Z	T	R	A	D	I	O	L	O	G	I	S	T
A	E	X	J	O	O	N	A	M	E	R	I	F	A	D	E
B	A	K	E	R	K	R	J	F	Z	X	M	P	N	E	A
P	H	O	T	O	G	R	A	P	H	E	R	X	Z	N	R
C	L	O	W	N	M	E	R	C	H	A	N	T	W	I	I
L	O	G	G	E	R	J	Z	P	A	R	E	N	T	S	S
Y	Z	A	R	C	H	I	T	E	C	T	J	K	X	T	T

CAREERS

Can you find 36 careers hidden in this puzzle? We did. They read across, down, up and diagonally. And one reads backward.

29

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 12

Subject Area: Advisory or English

Grade Level: Junior High School

Title: Apply Yourself

BEHAVIORAL OBJECTIVES:

7.08 The students will demonstrate communication, writing and research skills appropriate for career placement by completing job application forms, preparing letters for application, and preparing resumes.

*Capsule Activity Description: 2 periods

Students practice filling out a sample job application.

ACTIVITY

1. Review vocabulary necessary for completing the (attached) application. Put definitions on board.

   Vocabulary: Position
   Minimum Salary
   Previous
   Physical Defect, limitation or chronic ailment
   References
   Employment
   Employer
   Marital Status

2. Class develops a list of rules for filling out job applications - teacher records on board:

   - Print (no capital letters in the middle of words)
   - Use pen
   - Be neat
   - Have all necessary papers handy (SS card, list of previous employers, references,etc.
   - Etc.

3. Review and discuss each item on the sample application before students fill them in and then review each item as the students fill in the applications.

Note: This should be a 2 period lesson. Students need time to check on SS #, height, weight, references, previous employers, etc. This information should be gathered from home and brought to school as a homework assignment. Discuss reasons for each item being on the application.

RESOURCES

Community Contacts:

Free Information:

Many banks and companies will supply sample application forms for use with classes (see attached-application for employemnt-Strawbridge & Clothier).

Other Resources:

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 13

Subject Area: English

Grade Level: Intermediate

Title:

BEHAVIORAL OBJECTIVES

3.01: The pupils will display an aquisition of vocabulary for describing the world of work.

3.02: The pupils will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

The students will describe at least a dozen occupations that have been in existence for less than 20 years and will list four vocabulary terms created for one of these occupations.

ACTIVITY

The teacher plans to invite representatives from businesses, research and development companies, and governmental agencies to speak on occupations of the future.

A Field trip can be made to a business that was nonexistent a few years ago.

The students compile a list of relatively new occupations; e.g., player representative for professional sports stars, color television technician, paramedic, astronaut, and rotary engine mechanic.

Each student selects a new occupation and compiles a related vocabulary list. For example, if a student selects computer programming, the list might include vocabulary terms such as digital, binary, software, hardware, printout, or solid state circuitry. The students share their lists with the whole group.

The students survey family members and neighbors to learn any new vocabulary terms related to their occupations. These terms are then shared with the class.

The teacher evaluates the student's ability to match new vocabulary terms with the appropriate new occupations and to use selected terms in a short composition.

RESOURCES

Community Contacts

33

Free Information

0002
0006
0013
0132
0179
0239
0240
0343
0349
0359

Other Resources:

Guest speakers

*This activity has been designed and/or used successfully by

CA State Dept. of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten Through Grade Twelve.

Activity # 14

Subject Area: Career Group Counseling

Grade Level: 7 -9

Title: "All The World's A Stage"

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description:

Role Play
Discussion

ACTIVITY

1. Role Play

Select three volunteer students

1. Person who can't talk (tape mouth)
2. Person who can't write (tie hands)
3. Person who can't read (give printed sheet-nonsense words)

Instruct all students to drive a bus to Harrisburg.

2. What did observers think of performances?
What did players feel as they were doing the job?

3. Even though there are exaggerations, do you know of any examples of these people?

4. What types of work would these people be able to do.

5. What is school trying to do?

6. What should students do to prepare themselves for work?

Discuss the following·

What if your employer would talk?
What would he say about you?
How honest do you think he would be?

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 15

Subject Area: Career Group Counseling

Grade Level: 7 - 9

Title: "Learn More - Earn More"

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship' between levels of education and level of employment

*Capsule Activity Description:

Role Play
Discussion

ACTIVITY

I - Select three students

1. Pretend you are a 6 year old (sweeping a floor)
   (washing dishes)
2. Pretend you are a 10 year old (sweeping a floor)
   (washing dishes)
3. Pretend you are a 15 year old (sweeping a floor)
   (washing dishes)

How did each one do it differently?

II - Present three books at three different levels

1st grade 5th grade 9th grade

Ask several students to select one to read

(Using Health Services Cluster)

Read list of instructions left by Head Housekeeper (explain job) and answer question which person reading at what level would do the best job at following written instructions? Worst job? Acceptable?

Discuss possibility of each reading level student becoming Head Housekeeper

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 16

Subject Area: Career Group Counseling

Grade Level: 7- 9

Title: "Rich Man - Poor Man"

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

ACTIVITY

1. Select several of your favorite comic strip characters. Tell what kind of job they do and how they do it.
   (This lesson presupposes career development class)
2. Using comic strip occupations as a beginning, list all other occupations group can offer. Place in career clusters.
3. Have students show how some skills can be used in several clusters.
4. Discuss how you can acquire basic skills which can be used in several clusters.
5. Guessing Game:

   Select one occupation and list skills needed to perform job.

   Other students try to guess occupation.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 17

Subject Area: Career Group Counseling

Grade Level: 7 -9

Title: "If I Were King"

BEHAVIORAL OBJECTIVES:

4.08 The students will identify occupational roles that are compatible with their currently expressed needs and wants.

*Capsule Activity Description:

Discussion - needs and wants clarification
Job Success Game

ACTIVITY

1. Everyone tells about a job he was successful at doing before he was ten and after he was ten. Try to decide which it satisfied - needs or wants.

2. Make a list of needs and wants on blackboard. Discuss wants i.e., Cadillac Trips etc. Discuss needs i.e., Food, clothing, shelter

   Are they on class list

3. Who provides for needs and wants now?

4. When will you provide for needs and wants.

5. What Occupational role will best fit with your needs and wants.

41

RESOURCES:

Community Contacts

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 18

Subject Area: Career Group Counseling

Grade Level: 7 -9

Title: "The Job Game"

BEHAVIORAL OBJECTIVES:

8.11 The students will be able to discuss what they consider a meaningful life

*Capsule Activity Description:

Discussion	
Job Game	two sessions

ACTIVITY

1. Write following words on board: D.P.A., Social Security, "High rise" police, Cadillac, money, happiness, "pot", family, work, independence.

   Discuss how each of the above contribute to a meaningful life.

2. On a piece of paper place words in the order they are most important to you (most to least) no names

3. Collect papers - Discuss several lists. Write on board.

4. Game:

   Pretend everyone you know has a job. Select two people and give them a job. From what you know of them, how successful would they be. Why or why not.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy
Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 19

Subject Area: Career Group Counseling

Grade Level: 7 - 9

Title: "I Am The Master of My Ship"

BEHAVIORAL OBJECTIVES:

8.02 The students will demonstrate realization that one's success in work is affected by ones attitudes.

*Capsule Activity Description:

Complete attached worksheet to see how you feel. Discuss attitudes revealed as related to work

ACTIVITY

1. Discuss the meaning of the word attitude and how this differs from "having an attitude".
2. Have students complete attached worksheet and in discussion decide which one we should be striving for.
3. Game:

   Pass out one 3x5 card to each student. Each card has one word on it from following list: school, time, self, Puerto Ricans, attendance, appearance, Blacks, Whites, authority, money, police. Each student is to express how he feels about word and how this would affect his performance on a job.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy
Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Communications in Reading Name ________________

Section ________ Date ______

DINO

Like Dino, have you begun to think about yourself? Check the square beside each statement that best fits you. Check only one square for each number:

1) ☐ I like being me - win or lose.

☐ I'm a nobody, a natural loser.

2) ☐ I genuinely like other people.

☐ I play up to people, use them.

3) ☐ I'm not afraid to say what I believe in, even if no one else agrees with me.

☐ It embarrasses me to express my beliefs when they're different from other people's.

4) ☐ I love life - and living.

☐ Everyone I know is a bore.

5) ☐ I welcome the new and the challenging.

☐ I'm scared of things I'm not used to.

6) ☐ I work toward one goal at a time, always keeping that goal in sight.

☐ There are so many things I want to do that I never know where to begin.

7) ☐ Life is a breeze, because I can separate the important from the unimportant.

☐ I'm a plodder. I waste an awful lot of time on unnecessary details.

8) ☐ I look for meaning in things. I want to know the why of everything.

☐ I accept things as they are. It's not for me to question things.

9) ☐ I look at people as individuals, not as a member of a particular group.

☐ I say: Look at the group, and you'll know what the person is like.

Activity # 20

Subject Area: Career Group Counseling

Grade Level: 7-9

Title: "How To Succeed---"

BEHAVIORAL OBJECTIVES:

6.02 The students will display development of basic attitudes needed for success in a career.

*Capsule Activity Description:

ACTIVITY

1. Divide class into triads. Complete following sentences:
    1. Good appearance means
    2. I can't work with
    3. My work is important because
    4. When I talk
    5. My boss believes I am
    6. My health is
    7. Everyone knows I am
    8. I talk too much
    9. When I am late
    10. I can talk to
2. Discuss attitudes needed for development of good attitudes toward

    1. Social skills, 2. self expression, 3. Sociability,
    4. Appearance, 5. Team work

    Discuss: 1. What are some attitudes about above?
    2. How will your attitude work for or against you?
    3. Which do you feel is most important to you?
    4. Which must be worked on by you above?
    5. Which ones can be developed with other people?
3. Discuss triad answers

ESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 21

Subject Area: Career Group Counseling

Grade Level: 7 -9

Title: "Priorities! Everything in life"

BEHAVIORAL OBJECTIVES:

8.10 The students will experience the setting of individual goals.

*Capsule Activity Description:

Students are to learn some things that go into making goals

ACTIVITY

1. Discuss what a goal is.
2. Play the following games:

   I - Egg Game: Each person has to get to the other side of the road. However, road is covered with eggs. You may not break any eggs. How are you going to get to the other side of the road. You must work alone.

   II - Mousetrap Game: A man has a truck load of mousetraps. Anyway you can you are to sell the mousetraps. How are you going to sell them. You may work together.

3. Discussion

   - What happened in Game I. Did you get across the road? What happened to eggs. Did you have more than one goal? Which was the most important.

   - What happened in Game II. Did you sell mousetraps. Did you have more than one goal? What happened when you worked together?

   - In setting career goals what new information can you use that you learned from playing the games?

   - Choose one career or job. Set two goals for yourself in preparing for that job. Share with rest of class for feedback.

RESOURCES:

Community Contacts

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 22

Subject Area: Career Group Counseling

Grade Level: 7 -9

Title: "Wishing Won't Do It
Planning Will"

BEHAVIORAL OBJECTIVES:

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

*Capsule Activity Description:

Bragging Game
Discussion
Trip plan re: one career cluster

ACTIVITY

Game: Bragging

Each student is to select a job and brag about it for two minutes. At the end he will answer the following questions:

1. Did he enjoy talking about job?
2. Did he know enough about job?
3. Did he feel it was really something he wanted to plan for?
4. Why did you choose this particular job?

Discussion:

Students in other groups have said certain interests have led them into planning for their careers. What are some of your interests? Make list on board. Lets select several and build a series of jobs around each one. Divide group in half. Have each group work at board. Critique each series of jobs.

Have each group of students plan trip around one of career clusters.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 23

Subject Area: Career Group Counseling

Grade Level: 7- 9

Title: "To Be or Not To Be"

BEHAVIORAL OBJECTIVES:

2.07 The students will show their understanding that educational planning is necessary for all students.

*Capsule Activity Description:

ACTIVITY

I - Game: Divide group into 3 sections. Each group is to devise plan to attend concert of their favorite recording star.

What steps did each group take to get themselves to concert

List on board

II - Each student selects an occupation

Discuss

1. How would you plan to prepare yourself
2. Using game steps, could you plan for occupation
3. What do you still need to do educationally
4. Were steps complete in game
5. What can you do to help yourself.

III - Revise planning

RESOURCES:

Community Contacts:

Free Information:

Other resource:

*This activity has been designed and/or used successfully by: Esther McCoy Counselor, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 24

Subject Area: Guidance

Grade Level: Junior High School

Title: What Good Is School?

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the inter-relationship between education and work.

*Capsule Activity Description: 1 period

The students will develop a list of jobs that relate to the courses they are taking in school.

ACTIVITY:

The teacher introduces the concept that school prepares students for future employment. She then distributes a worksheet to each student and gives directions: "Below is a list of subjects you may be studying in school this year. Put a check in front of each subject that can help you when you want to find a job. After each subject you checked, list the jobs this subject may prepare you for." The teacher then reviews the example #1 and and asks for additional examples from the class.

Sample Worksheet - __X__1. Mathematics-Sales Clerk,Bank Teller, Accountant

____2. English-
____3. Reading-
____4. Science-
____5. Physical Education-
____6. Home Economics-
____7. Industrial Arts-
____8. Mechanical Drawing-
____9. Foreign Language-
___10. Art-
___11. Business-

After the students take 10-15 minutes to fill out the worksheets the teacher lists students' answers beside each subject (use blackboard). The class then discusses the jobs and their relation to the school subjects. During the last 10 minutes each student writes the title of one job he thinks he might like to have some day. Beside the job he lists the subjects he is studying that may help him get that job (students may use back of worksheet for this).

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 25

Subject Area: Music, Science, Social Studies
Phy.Ed & Health; Ind.Arts;
Foreign Language, Math

Grade Level: Junior High School

Title: Why Study -? (name of class)

BEHAVIORAL OBJECTIVES:

3.12 The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

*Capsule Activity Description: 2 periods

Students will categorize careers related to various subjects they study in school according to: service; business, clerical and sales; science and technology; outdoor work; general cultural; arts and entertainment.

ACTIVITY

Note: Subject area teachers can use the attached sheets or make up their own list of careers or supplement the attached information with additional careers that relate to their subject matter.

Each student receives a worksheet that shows a list of careers that are related to the subject he is studying. The teacher leads a discussion of the characteristics and job duties of people who hold such jobs. The teacher then refers to the 6 career groupings listed on the board:

SERVICE BUSINESS & CLERICAL & SALES SCIENCE & TECHNOLOGY OUTDOOR

GENERAL CULTURAL ARTS & ENTERTAINMENT

The teacher defines each of the categories. The teacher asks the students to find one example of a career from each category and writes it under the proper column (on the board). The teacher then divides the class into small groups and assigns one person to record the groups' answers on a worksheet that is similar to the above. The students work together to decide under which category to place each job. When the answers are recorded the teacher collects the papers and writes the correct answers on the board. When groups have disagreed about the proper category for a particular job the teacher leads a discussion and the class comes to a concensus before the teacher records that job. The teacher then asks for additional jobs related to her subject that are then added to each column

RESOURCES

Community Contacts:

Free Information:

Other Resources:

The attached sheets have been used by subject area teachers at Vaux Jr. High since 1976. The original source of the materials is unknown.

Report from Occupational Outlook Handbook (samples attached)

*This activity has been designed and/or used successfully by: Pamela Tamburri
Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 26

Subject Area: Career Development
or Advisory

Grade Level: Junior High School

Title: Vaux Career Development Work
Experience Program

BEHAVIORAL OBJECTIVES:

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

Students: apply for jobs as Teachers Aides, Counselors' Aides, Nurse's Aides, etc.; are interviewed by participating staff members and are hired or rejectee; gain work experience by receiving subject area grades for work done as student aides; practice punctuality, responsibility, proper dress and good work habits.

ACTIVITY

Staff members at Vaux have volunteered to work with students. Students fill out a Student Job Application (Attached) under the the teacher's direction. Students may miss "minor" subject classes with their teachers' permission only. The person they "work" for submits grades to the teacher whose class the student missed.

Participating staff mambers include Vice Principal, Secretaries, Counselors, NTA's, Nurse, Discipline Room Deans, Teachers and others. Each participating staff member receives directions (see attached memo) and time cards for each student he works with.

Career Development teachers, advisors or other participating staff members supervise.

TO:
FROM:

Thank you for agreeing to participate in the Vaux Student Aid Program. This program has been developed to give ninth grade students a meaningful work experience and to provide you with dependable student aides.

Participating teachers will review the students' applications and submit them to you. Please interview those students you might be interested in working with. Feel free to "hire" or reject any of the applicants. It would be helpful if you would write brief comments on the bottom of each application after the interview. Keep the applications for future reference. It is important that we can verify that the teachers gave writte permission for the students to miss their classes.

Each student you "hire" will report to you at the beginning of the period they are to work for you in order to verify that you are available. The student will then report to the teacher whose class he is missing to reming the teacher where he is. The student will then report back to you for the period.

At the end of each report period, please submit a brief summary of the student's work experience to the teacher whose class he missed to work for you. You will be given "time cards" on which to summarize each student's experience. Please share your rating with the student.

Each participating student will be required to submit a report of his work experience to his teacher. This report, together with the "time cards" you submit will determine the student's grade.

STUDENT JOB APPLICATION

NAME: ______________________________ SECTION: __________ DATE: / /
Last First Middle

ADDRESS: ____
Street City State Zip

PHONE: ________________________ AGE: ________ Years ____________ Months

JOB APPLIED FOR: ____

TIMES AVAILABLE: Day ______________ Period ____________ Room __________
Day ______________ Period ____________ Room __________
Day ______________ Period ____________ Room __________

JOB RELATED EXPERIENCES AND COURSES: ____________________________________
____
____
____

WHY are you qualified to work in this position? ___________________________
____
____
____

SIGNATURE: ____

TEAHCER'S SIGNATURE: ____

Career Education Work Experience Program

Time Card

Student Name ______________________ Section ____________

Date	Period	Punctual		Proper Dress		Work Habits		
		Yes	No	Yes	No	Good	Fair	Poor

Comments ____

____

____

____

____

____

Career Development Teacher ______________________

Student's Signature ______________________

Participating Staff Member's Signature ______________________

RESOURCES

Community Contacts:

Free Information:

Other Resources:

School Staff

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 27

Subject Area: Guidance

Grade Level: Jr. High School

Title: What Do You Do In Your Spare Time

BEHAVIORAL OBJECTIVES:

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

*Capsule Activity Description

1 class period
Students will list specific jobs that student clubs and activities offered at their school relate to.

ACTIVITY

This activity was designed to be used at the beginning of the year when advisors review the school's student handbook and/or the before and after school activities and clubs that are open to students. The advisor lists the activities on the board and explains the purpose of each activity. After giving an example (see #1) the teacher solicits additional examples of jobs that relate to each activity.

Ex. 1. Audio-Visual-Aides: Film Projectionist, Camera Shop Sales Clerk, A-V Repair.
2. Typing Club
3. Chess Club
4. Choir
5. Dramatics Club
6. Math League
7. Orchestra
8. World Affairs Club
9. Modeling Club
10. Nurse's Aide
11. Career Development Club
12. Sports Teams

The teacher then summarizes the lesson, explaining the importance of after school activity and club participation to prospective employers and college scholarship committees.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

School Handbook

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 28

Subject Area: Career Development,
Business, Advisory

Grade Level: Junior High School

Title: "Adopt-A-School Program"

BEHAVIORAL OBJECTIVES:

6.05 The students will discover that workers bring dignity and worth to their jobs.

*Capsule Activity Description: 1 Day

Student spends a day with a worker whose job interests him.

ACTIVITY

Tracy Tyson, 30th Floor, Colonial Penn Ins. Co., 5 Penn Center, Phila. Pa. calls Vaux every other week with a list of 4 jobs that are available for students to spend a day on (see attached newsletter YOU, "Students Sit In"). The coordinator at Vaux finds students who are interested in learning about those jobs, interviews them, gives them directions and secures permission slips from them. The students then spend a day with the worker of their choice and then report back to the Vaux coordinator. The close student-worker contact, the volunteers who are proud of their jobs and interested in working with students, the interested students, and the teacher follow-up contribute to the success of this program.

RESOURCES

Community Contacts:

Colonial Penn Ins. Co.
5 Penn Center
Phila. Pa.

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Pamela Tamburri
Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 29

Subject Area: Career Development or
Science

Grade Level: Junior High School

Title: Learn More to Earn More

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

*Capsule Activity Description: 1 day

Class will visit a chemical manufacturing plant and view workers at all levels of employment. Class will compare these workers' levels of education with their levels of employment.

ACTIVITY

This activity consists of 2 parts; a trip and a follow-up summary lesson.

1. The class shall visit the Rohm and Haas Delaware Valley Inc. Croydon Plant, Croydon, Pa. For information contact Lyn Krischle, Plant Manager. During the 2 hour tour the students see workers at all levels. The tour guide gives job descriptions, educational requirements and salary ranges for each job. The plant manager answers any additional quesitions at the end of the tour and also gives an introductory lecture before the tour. Each student receives an information sheet for the tour (attached) and is instructed to take notes during the tour. (Teacher should provide 5x8 index cards and pencils for unprepared students).

2. Upon returning to school, the students fill out a field trip questionnaire (after the class discusses the trip). Sample Attached.

Note: All jobs at this particular plant require a minimum of a High School Diploma. The company encourages its employees to work their way up in the company and has on-the-job training programs and educational benefits.

An additional follow-up activity would be to complete lessons 3C using the jobs found at this manufacturing plant.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Booklet: Careers with Rohm and Haas, Rohm and Haas, Phila., Pa. 19105 (attached)

*This activity has been designed and/or used successfully by: Pamela Tamburr
Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 30

Subject Area: Same as 3A

Grade Level: Junior High School

Title: Career Ups and Downs

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

*Capsule Activity Description: 1 period

For use as independent lesson or reinforcement of lesson 3B class rates specific careers by level of education and levels of employment (as judged by potential income, satisfaction and amount of responsibility).

ACTIVITY

Teacher lists specific careers on board (ex. - Teacher, Waiter/Waitress, Rock Star, Truck Driver, Doctor).

The group then rates each occupation using the evaluation chart shown below. Teacher leads discussion and summarizes classes consensus on chart on board. A pattern showing the correlation of education and training with income should emerge. (See note 2)

		EDUCATION	POTENTIAL INCOME	SATISFACTION	RESPONSIBILITY
Above	5				
	4				
Average	3				
	2				
	1				

Note: The chart is easier to read if different colors of chalk are used to chart each career.

Teacher leads class discussion to draw conclusion from charts. Other topics of discussion may include other factors that enter into levels of employment (physical demands, leisure time, security, status, chances for advancement).

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

1. This lesson was based on a lesson in the Project Business Consultants Manual, Junior Achievement Inc., 1979.
2. The teacher should have research the education requirements and potential income before the lesson is presented to the class. Desk Top Careers Kit, Key Largo Fla. is a good source.

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 31

Subject Area: same as 3A

Grade Level: Same as 3A

Title:

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship between levels of education and level of employment.

*Capsule Activity Description: 1 period

Students categorize jobs by educational levels

ACTIVITY

Using the worksheets that show a list of jobs that are related to the subject they are stuyding (activity 3A) the teacher leads the class as they decide which category to place each job in. A student can record the answers on the board. The chart should be similar to the attached sheets and should be on the board beside the chart developed in activity 3A.

LEVEL	SERVICE	BUSINESS, CLERICAL & SALES	SCIENCE & TECHNOLOGY	OUTDOOR	GENERAL CULTURAL	ARTS & ENTERTAINMENT
B.A. or Above						
High Sch. + Tech.						
High Sch. Grad.						
Less than H.S. Grad.						

Students may volunteer to give capsule job duty descriptions of jobs that are unfamiliar to others in the class.

NOTE: Unless it has been covered previously, the teacher will have to explain the various levels of education and give examples of each. Junior High students do not necessarily understand what a techn[illegible]l education is; the difference between ajunior and 4 year college; the existence of graduate schools.

As the teacher guides the class in their placement of jobs in the proper categories it would be helpful if she would give the salary range for each job as it is listed. This would be listed on the chart beside the job and on the students' worksheet.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

Desk Top Career Kit, Key Largo, Fla. (for salary ranges)

*This activity has been designed and/or used successfully by: PamelaTamburri
Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 32

Subject Area: Home Economics

Grade Level: Junior High School

Title: Shop at Home

BEHAVIORAL OBJECTIVES:

4.03 The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description: 1 - 4 periods

Students will practice ordering from mail order catalogs.

ACTIVITY

The teacher collects mail order catalogs and allows each student to choose a catalog he would like to order from.

The teacher leads a class discussion on the reasons for using mail order catalogs.

The teacher reviews each item on the sample Mail Order Blank (Form 45-attached) and puts an example of an item that may be ordered on the board. Students use their catalogs to practice ordering from a catalog by filling out the Mail Order Blank. Also the teacher checks their work they fill out the actual form found in their catalog.

To make the lesson uniform, instruct the students that they will pay by Money Order. Discuss money orders with the class.

Other concepts that may be covered in later lessons include:

1. Addressing envelopes
2. Reading a Parcel Post Shipping chart
3. Computing sales tax
4. Filling out credit applications (see back of Form-45)

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Pamela Tamburri Teacher, Robert Vaux Junior High School, Philadelphia, PA 19121

MAIL ORDER BLANK

MAIL ORDER HOUSE **8000 N. BROAD ST.** **PHILADELPHIA 92**

Date________________195____

WE GUARANTEE TO SATISFY YOU

Please Do Not Write Anywhere In This Space

PLEASE PRINT OR WRITE NAME AND ADDRESS PLAINLY

All members of the same household should order under one name

1

Name____________________________________

(First Name) *(Middle Initial)* *(Last Name)*

Rural Route________ Rural Box No.________ P.O. Box No.________

Please give both

Street Address______________________________

Post Office________________________ State________

2 HOW SHALL WE SHIP? (Mark X in Proper Square)

Parcel Post ☐ *Rail Freight* ☐ *Express* ☐ *Motor Truck* ☐ ________ *Name of Truck Line*

3 SHIP TO ANOTHER ADDRESS? If you want this order shipped to another person or to a different address, give directions here:

____

4 IF YOU HAVE MOVED since sending your last order, please give your old address here:

Rural Route________ Box No.________ Street Address________________

Post Office State

CATALOG NUMBER	HOW MANY	NAME OF ITEM	COLOR Pattern, Finish, Etc.	SIZE (Measure to be sure)	PRICE for Each, Yard, Pair, Etc.		TOTAL PRICE Add this column		SHPG. WTS. Add this column	
							Dollars	Cents	Lbs.	Ozs.

We are required by law to collect tax on sales from certain states and cities. If your state or city has a sales tax add the tax amount for each dollar's worth of goods you order.

TOTAL for GOODS $________

AMOUNT for TAX $________

POSTAGE $________

AMOUNT I OWE on Previous Order $________

TOTAL AMOUNT $________

AMOUNT ENCLOSED Check $________

Money Order $________

PAGE A

Total Pounds Total Ounces

TOTAL WEIGHT IN POUNDS

SEE OTHER SIDE FOR PARCEL POST, FREIGHT, EXPRESS AND TRUCK SHIPPING INFORMATION

P

IF THIS IS A CASH ORDER, CHECK HERE → ☐

and enclose remittance in full, including postage and tax please.

IF AN INSTALMENT ORDER, CHECK HERE → ☐

and fill-in and sign the form on other side.

77

If you have an open account show account number here________________________

Please be sure that you have given all necessary information such as colors, sizes

FORM 45

WHEN ORDERING ON EASY PAYMENT TERMS THE HEAD OF HOUSEHOLD SHOULD SIGN BELOW AND ANSWER QUESTIONS

MAIL ORDER HOUSE: Enclosed is a deposit of $....................which is to be used in part payment of the merchandise shipped. Beginning thirty days after the shipment is received, I will pay $................each month as required by your terms until the unpaid balance, plus carrying charge to be added as shown in your catalog, has been entirely paid. Until full payment is made, I agree that title to and right of possession of the merchandise shall remain in you, that I will not sell, remove, or encumber the same without your written consent, that I assume and shall be responsible for all loss or damage to said goods, and that upon default of any payment or payments, you may, at your option, take back the merchandise or affirm the sale and hold me liable for the full unpaid balance.

160

Signature of the Head of Household____

(First Name) *(Middle Initial)* *(Last Name)*

Street Address____________________ **Rural Route**________ **Box No.** ________

Please give both your Route and Box Number if on a Rural Route _____ ________

Post Office____________________ **State**____________________

Have you had a previous Easy Payment Acct.?________ What is account No.?________ Is account paid in full?________ Date final payment made?________ At what store?________

If your account is paid in full or if you have not had an account, please answer questions below

Age?________ Married?________ Number of Dependents?________ Do you own your home?________ Rent ☐ Board ☐ How much rent do you pay?________

How long at above address?________ Name of Landlord________ Street Address________ City and State________

If less than 5 years at above address give former address________________ City and State________

Are you steadily employed?________ How long with present employer?________ Occupation________ Weekly Earnings $________

Name of Employer________________ Street Address________________ City and State________

Name of your bank________________________ City and State________

If a farmer, how large is your farm?________acres. How many acres under cultivation?________

If you have any income in ADDITION to above, give amount and source________________________

Give Below the Names and Addresses of Two Stores With Which You Have Had Credit Dealings or Two Business Men Who Know You

Name________________ City________________ Business________________

Name________________ City________________ Business________________

The Spaces Below Are to Be Filled in When You Order Merchandise That Is to Be Attached to Your Property

Street number or other definite location of property in which material is to be installed________ Cost of Property $________ Amount of Mortgage $________

Name of person holding legal title________________ Name and address of mortgage holder________________

SHIPPING INFORMATION

PARCEL POST SHIPMENTS:

Parcel Post Rates — Total Shipping Weight	In City where Mail Order House is located	Zones 1 and 2 — Up to 150 Miles	Zone 3 — 151 to 300 Miles	Zone 4 — 301 to 600 Miles	Zone 5 — 601 to 1,000 Miles	Zone 7 — 1401 to 1,800 Miles	Zone 8 — Over 1,800 Miles
9 ounces to 1 pound..	15c	17c	17c	19c	21c	25c	27c
1 lb. 1 oz. to 2 lbs..	17c	20c	21c	24c	28c	37c	41c
2 lbs. 1 oz. to 3 lbs..	18c	22c	24c	29c	35c	48c	55c
3 lbs. 1 oz. to 4 lbs..	19c	25c	28c	34c	42c	60c	69c
4 lbs. 1 oz. to 5 lbs..	20c	27c	31c	38c	48c	71c	83c
5 lbs. 1 oz. to 6 lbs..	22c	29c	35c	43c	55c	83c	97c
6 lbs. 1 oz. to 7 lbs..	23c	32c	38c	48c	62c	94c	$1.11
7 lbs. 1 oz. to 8 lbs..	24c	34c	42c	53c	69c	$1.06	1.25
8 lbs. 1 oz. to 9 lbs..	25c	37c	45c	57c	75c	1.17	1.39
9 lbs. 1 oz. to 10 lbs..	27c	39c	49c	62c	82c	1.29	1.53
For Ea. Addl. Lb., add	1¼c	2½c	3½c	4¾c	6¾c	11½c	14c

The above rates are subject to change without notice

On all articles for which you pay shipping charges, the shipping weight is given in the catalog description. Enter the total shipping weight for each article in the shipping weight column of the order blank. Add the pounds and ounces, then change ounces to full pounds (16 ounces equals 1 pound), and enter total weight in pounds. The postoffice counts fractions of a pound as a full pound and charges postage accordingly. For example: If your order totals 9 pounds and 34 ounces, allow postage for 12 pounds (34 ounces equals 2 pounds and 2 ounces, therefore 2 pounds 2 ounces plus 9 pounds equals 11 pounds 2 ounces).

Refer to postage chart above. If you live in Zone 3 or within 151 to 300 miles from our Mail Order House, the amount of postage to allow for 12 pounds is 56c. If you send more money than is actually needed to ship your order, we will refund every penny not used.

Complete ordering information can be found on the green pages in this Catalog.

FREIGHT OR EXPRESS SHIPMENTS: It is not necessary to send money to pay for freight and express shipping charges in advance. You pay shipping charges to agent at your freight station when goods are received. However, if there is *no agent* at your freight or express station, please include additional money with your order to prepay shipping charges. While express is faster, freight is the most economical way to ship heavy, bulky merchandise. Before marking method of shipment on order blank, compare freight and express rates shown on green pages of this catalog.

TRUCK SHIPMENTS: All Trucking Companies do not make deliveries to a home address. This can be verified by checking with your Trucking Company's local agent. If shipment is to be made to your home and you live outside of town, also give your highway route number and some identifying landmarks. It is not necessary to send money to pay for truck transportation charges. You pay shipping charges to truck driver when goods are received.

HOW TO SEND MONEY

The best way to send money is by postoffice money order, express money order, or by bank draft or check. The mail carrier will be glad to buy a postoffice money order for you if you live on a rural route. It is better not to send coins, paper money or postage stamps with orders but should it be necessary, be sure to send your order by registered mail.

OUR GUARANTEE

- *To Save You Money*
- *To Deliver All Merchandise Safely*
- *To Satisfy You Perfectly*

We guarantee that every article in our catalogs is honestly described and illustrated. We guarantee that any article purchased from us will give you the service you have a right to expect. If for any reason whatever you are not satisfied with any article purchased from us, we want you to return it to us at our expense. We will then exchange it for exactly what you want, or will return your money, including any transportation charges you have paid.

MAIL ORDER HOUSE

Activity # 33

Subject Area: Guidance

Grade Level: 7 and 8

Title:

BEHAVIORAL OBJECTIVES:

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.03 The students will display recognition that decision making involves some risk taking.

5.04 The students will show their knowledge that external factors affect the decision-making process.

5.05 The students will show recognition of restrictions in the decision-making process.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

*Capsule Activity Description:

Students will show through participation in this activity how a person's values change with time, and how these values influence career choice.

ACTIVITY

1. Stretch a length of yarn or rope along a wall, and divide it into 5 year sections.
2. Ask students to cut out pictures of values* at various points along the line. (example, at age 12 or 13, what do they value most, probably friendship, being included, etc.)

Value friendship being accepted being "good" at something	College and/or job Money and cars Girl friends and/or Boy friends, etc.	Getting a "good" job -$making money? being with people? and/or things	Marriage, home children, Future
age 13	age 18	age 23	age 28

Career: "Rock Star" -------- Electrician-------------Same or Different----------
Engineer

*Values will vary tremendously from child to child

3. Discuss the significance of each student's pictures at each point on the line; include changes in emotional, social intellectual development, maturity, etc.

4. Ask each student to pick a career at each point along the line and discuss why it would be of importance to him/her at that time.

5. Hang pictures of values and careers along the line itself so people can see the "developmental" or "changing" process.

RESOURCES

Community Contacts:

Guidance Counselor

Someone in a particular career who has switched jobs many times may be invited to your class to speak on wny he/she changed jobs

Free Information:

Information on values in your school library

Eyegate series

Guidance Associates series

Other Resources:

*This activity has been designed and/or used successfully by

Angelo I. Lopis, Career Education Program Specialist, Bristol Board of Education, Bristol, CT 06010

80

Activity: # 34

Subject Area: Language Arts

Grade Level: Intermediate

Title: "What are Interests?"
Session I

BEHAVIORAL OBJECTIVES:

1.17: The pupils will identify their strengths, weaknesses, likes, dislikes and achievements--and show understanding of the relationship between interests, abilities and achievements to occupations.

4.12: The pupils will show a beginning understanding of the economic relationship between themselves, family and community.

5.12: The pupils will show understanding that their interests, aptitudes, skills, physical characteristics, education achievements, adjustive behavior, needs and relationships with other people all influence their goals and career decisions.

*Capsule Activity Description:

Suggestions to teachers or Counselors:

Children and their feelings are the most important consideration in these guidance sessions. Materials and suggestions for discussion are provided as a guide. The questions and opinions of the students about their own interests and the interests and work of their parents should be the focus of the lesson and time should be allowed for this discussion.

In the first session, the tone will be set for the course. Thoughtful listening and consideration of all children's statements will encourage them to participate. The lessons can only be meaningful if students become involved, and students will become involved if they are contributing as well as listening.

ACTIVITY:

"Today we are going to begin a new kind of guidance program with you. We will have some lessons together, but there will be no grades and no homework. In our lessons we will have stories, plays, games, and discussions. I will want to know your opinions about many things and about the lessons.

"Most of our lessons will be about our 'interests'. We will try to find out how we develop our interests, what our interests do for us, what interests we have, and what our interests mean for us in the future.

"Do you know what we mean by 'interests'?" (Chance for student response.)
"Let me tell you a story about Richard.

"Richard was a fifth-grade boy who just hated to get up in the morning. Every school day his mother called him at seven-thirty; then she called him again at seven-forty; then at quarter to eight she went in his room, shook him, and pulled him out of bed. Ricky's mother thought her son would never be willing to get up in the morning.

"One day Richard came home from school and announced that there would be no school the next day and that he and his friends would be going fishing. 'Fine!' said his mother. "When are you going?' 'Please call me at five o'clock,' Richard said, 'because we want to get an early start.' 'Five o'clock!' exclaimed his mother, 'you'll never get out of bed. You can't get up at seven-thirty! How could you get up at five?' 'I'll get up if you call me.' Richard promised.

"Richard's mother was certain that he'd never get up at five o'clock, but she set her alarm and went to his room at five in the morning. 'Richard,' she called, 'time to get up.' 'Mmm,' he said as he pulled the blanket over his head. 'Richard, aren't you going fishing?' "Fishing! yelled Richard, 'yes, I'm going fishing!' and he jumped out of bed, got dressed in three minutes, and ran out the door.

"'Well,' said his mother, 'whatever made him get out of bed and off at this hour?'

"'Well,' said his mother, 'whatever made him get out of bed and off at this hour?'

'Why do you think Richard was willing to get up on that particular morning?

"Why did he usually linger in bed?

"Does this story tell us anything about interests?"

By using the story and questions, the students should eventually arrive at the definition that interests are the things we like to do so well that we do them whenever possible. No one has to make us do things in which we are interested.

"Now we are going to ask you for some information about yourselves." (Pass student information paper.) "Will you please fill in the background information. Do as much as you can by yourself and then we will look at this information together. If you really need help, please raise your hand."

When the students have completed the information, have them use it to consider the following questions together. Individual children may use their own experience to answer the questions. No child should be forced to answer.

"How are your interests related to your activities?

"How are your interests related to your school work?

"How are the interests of your parents related to the work they do?

"Is being interested related to enjoyment?"

Student Information

Name____

Address____

School________________________Grade___Teacher__________

Name your favorite school subjects:________________________

Name your favorite out-of-school activities:____________________

Name some of your interests:________________________

What is your father's occupation?________________________

What are some of your father's interests?____________________

How do his interests affect his feeling about his work?____________

What is your mother's occupation?________________________

What are some of your mother's interests?____________________

How do your mother's interests affect her feeling about her work?______

How do your interests affect your schoolwork?__________________

How do your interests affect your other activities?________________

RESOURCES

Community Contacts:

Have a student's mother or father speak to the class about his or her interests and how they relate to his or her job. Do they relate at all?

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

N.D.E.A. Title V-A Project 13
Abington School District
Abington, PA. 19001

84

Activity # 35

Subject Area: Language Arts

Grade Level: Intermediate/Secondary

Title: Learning About Self & Others

BEHAVIORAL OBJECTIVES:

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

6.12 The pupils will express attitudes favorably through behavior in their interpersonal relationships with others.

7.03 The pupils display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Students learn about improving communication skills through this activity.

ACTIVITY

Have the students take out a sheet of paper. Select a student to give instructions to the class on how to draw Figure 1 below. He should face away from the class and not use gestures. He should give the instructions to the class on how to draw Figure 2. He may repeat instructions and answer questions. Discuss the differences between the first and second time and then turn the discussion to communication and the importance of having communication skills. What does communication mean? What is the difference between talking and communication? Between conversation and communication? Stress that communication is a two way process and that understanding the other person's feelings is a part of communicating.

Figure 1

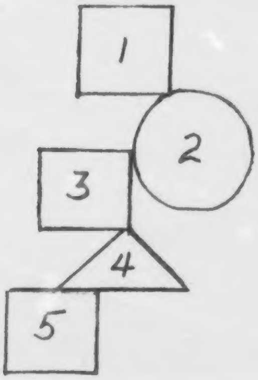
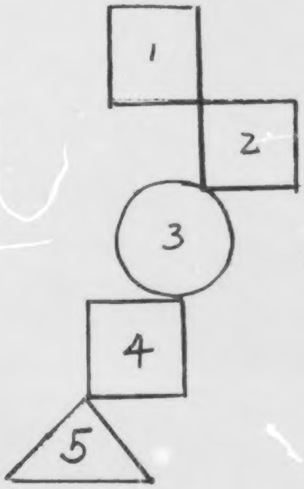


Figure 2



Explain that you can communicate in ways other than talking. Your body movements can say things without words. This is called body language. (a) Have students pantomime various types of body language. For example, boredom, nervousness, embarrassment, surprise, happiness, anger, excitement, interest, etc., or (b) Write these emotions on cards and give them to volunteers to act out. Have the class guess the emotion portrayed. After each pantomime is completed, discuss what mannerisms allowed the studnets to recognize the emotion.

Have the students evaluate their own communication patterns by filling in the "Communication Study Sheet."

Ask the students to fill in Part A of the "Parent-Student Communcation Sheet" in class. Assign them to take it home and have the parent check Part A and then complete Part B. The student should check Part B and then the parent and student could discuss their responses. The student will have the parent sign the form and return it to class for credit.

OTHER SUGGESTED ACTIVITIES AND MATERIALS:

1. Play charades to illustrate communication without speaking.

2. Discuss the statement "I know you think you understand what you thought I said, but what you do not understand is that what I said is not what I meant.

3. Demonstrate to the students how uncomfortable different distances can be depending upon the circumstances. (Standing too close for conversation, teacher lecturing too close, standing too far away for conversation, etc). Indicate how people can move others involuntarily or irritate them by using this concept.

4. Speak in a foreign language or code. Then discuss lack of communication.

*This activity has been designed and/or used successfully by: The Alpine School District, American Fork, Utah.

Activity # 36

Subject Area: Language Arts

Grade Level: Junior High

Title: Improving Communication Skills

BEHAVIORAL OBJECTIVES:

7.08 The pupils will show development of communication skills by following directions and directing others in completing tasks.

*Capsule Activity Description:

The students will visit a store in their community and interview at least two or three people there.

ACTIVITY

Discuss the importance of having and using communication skills with the students.

Set up a format for the students to use when communicating with people. Example: Students will go to a store and interview a person about his/her job.

Have students use the format in the classroom and role play visiting a store in their community.

Homework Assignment: Have students to visit the store using their format to interview a person or persons in the store.

RESOURCES

Community Contacts:

Small stores in the community, small businesses in the community, and food stands in the community.

- Free Information:

Brochures about stores in the community, books on setting up small stores in the classroom, and talking to people who work in the grocery stores in the community.

Other Resources:

Large supermarkets, such as Super Saver, A & P, and Pathmark stores.

*This activity has been designed and/or used successfully by: Margaret E. Coston, Villanova University, Teacher Corps Intern.

Activity # 37

Subject Area: Language Arts

Grade Level: 7 to 9

Title: Preparation of Resume Cover Letter

BEHAVIORAL OBJECTIVES:

7.08: Students will demonstrate communication, writings and research skills appropriate for career placement by completing job application forms, preparing letters of application, and preparing resumes.

*Capsule Activity Description:

Students will learn to write letters of application as cover letters to accompany educational and vocational resumes.

ACTIVITY (two class periods)

1- Discuss with students the advantages of sending a cover letter with one's resume.
2- Explain how a cover letter may be used to compel the interest of a potential employer and establish the writer as being worthy of special attention.
3- Have students discuss possible approaches that may be used in writing a cover letter and decide which he will select.
4- Have student research a suitable reference text for letter form. (Kate Turabian's Manual)
5- Have student decide upon what information about himself or herself and expectancies will be incorporated into the letter.
6- Have student incorporate selected information into a resume cover using the desired approach and conforming to the designated format.

RESOURCES

Community Contacts:

Free Information:

Kate Turabian's Manual

Other Resources:

*This activity has been designed and/or used successfully by: Sister M. Barnes Villanova University Teacher Corps/Intern.

Activity # 38

Subject Area: Language Arts

Grade Level: Junior High

Title: Improving Communication Skills

BEHAVIORAL OBJECTIVES:

2.12 The pupils will show development of an understanding of how communications, math, science, and social studies skills are used in selected occupations.

*Capsule Activity Description:

The students will improve their communication skills by discussing the duties of a waiter/waitress.

ACTIVITY

Discuss some of the duties of a waiter/waitress with the students. Allow students to discuss and compare their ideas about the duties of a waiter/waitress.

Example: The waiter/waitress presents menu, takes orders, serves food and beverages to customers.

Homework Assignment: Visit a restaurant and interview a waiter/waitress, ask them about their jobs.

Future Classroom Assignment: Have a waiter/waitress be a guest speaker in your classroom.

RESOURCES (For lessons 1 and 2)

Community Contacts:

Small restaurants in the community, restaurants outside of the community, large and very exclusive restaurants.

Free Information:

Brochures, filmstrips on being a good waiter/waitress, cassettes, movies, books, magazines.

Other Resources:

A waiter/waitress as a guest speaker, one from a restaurant in the community, and one from outside of the community.

*This activity has been designed and/or used successfully by: Margaret C. Coston, Villanova University, Teacher Corps Graduate Intern.

Activity # 39

Subject Area: Language Arts

Grade Level: Junior High

Title:

BEHAVIORAL OBJECTIVES:

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

The students will discuss and understand some of the requirements of the job of waiter/waitress.

ACTIVITY

Have the students discuss their writings about the job duties of the waiter/waitress. For example, he/she has to write the customer's order, read the customer's order, write up and total the checks, accept payment of checks, make suggestions regarding food and service, and clean and set up tables.

Have the students discuss the educational skills needed in order for one to be able to add, and total the checks, to read and write the customer's orders.

Have the students discuss the appearance of the waiter/waitress at all times.

For example: He/she has to be neat, clean, enjoy working with people, be able to stand eight hours a day, be able to read, write, and be courteous and cheerful at all times.

Have the students discuss how they would feel about working as a waiter/waitress.

RESOURCES (For lessons 3-5)

Community Contacts:

Small restaurants in the community, restaurants outside of the community, large and very nice, exclusive restaurants.

Free Information:

Customer order booklet, checks, receipts, a menu, brochures and books on how to set tables, a copy of a Food Handler's certificate, brochures about paid vacations, and health and life insurance, brochures about pay, hourly rates, and fringe benefits of a waiter/waitress.

Other Resources:

Have a waiter/waitress to be a guest speaker in the classroom.

*This activity has been designed and/or used successfully by: Margaret C. Coston, Villanova University, Teacher Corps Graduate Intern.

Activity # 40

Subject Area: Language Arts

Grade Level: Junior High

Title: Improving Communication Skills

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

The students will write and share their writings with the class about all the occupations they saw in the store.

ACTIVITY

Have each student to write at least two or more paragraphs about all occupations they saw in the store.

Have the students to read to the class what they have written about the occupations.

Have the students discuss which of the occupations they liked the most and which of the occupations they liked the least and explain why.

RESOURCES

Community Contacts:

Grocery stores, hardware stores and newspaper stands in the community.

Free Information:

Books, filmstrips from the free library, and cassette tapes about jobs available in the super markets.

Other Resources:

Large businesses outside of the community such as stores in center city and in the malls.

*This activity has been disigend and/or used successfully by: Margaret C. Coston, Villanova University, Teacher Corps, Graduate Intern.

Activity # 41

Subject Area: Language Arts

Grade Level: Junior High

Title: Improving listening skills

BEHAVIORAL OBJECTIVES:

3.02 The student will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

By listening and discussing their field trip, the students will learn how their classmates enjoyed visiting a farm.

ACTIVITY

Have students discuss their experiences and how they felt about visiting the farm.

Have some students explain how the farmers plant their crop, grow them, and ship them to factories to be processed.

Have the students compare and discuss the variety of jobs that they found being done on the farm.

Have the students discuss what they enjoyed the most and the least about their field trip on the farm.

RESOURCES

Community Contacts:

Farms nearby, people who have worked on farms, people who have sold foods from the farm, and people who have farms.

Free Information:

Movies, filmstrips, cassettes about the farm, materials from the Consumer Education Department about farms, and field trips to big and small farms.

Other Resources:

Store owners, store managers, and farmers and guest speakers.

*This activity has been designed and/or used successfully by: Margaret C. Coston, Villanova University, Graduate Teacher Corps Intern

Activity # 42

Subject Area: Math

Grade Level: Intermediate

Title: "Checking the Checker"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

2.01 The pupils will give evidence of their understanding of the interrelationship between education and work.

2.03 The pupils will show awareness of multiplicity of skills and knowledge in education.

2.04 The pupils will demonstrate their understanding of the need for continuing education in a changing world.

2.05 The pupils will show their recognition of the role of education in career and life goals.

*Capsule Activity Description:

Students will improve upon basic addition/subtraction, multiplication and division skills by seeing how they are used by a checker in the supermarket, and in the general working world.

ACTIVITY: One or two class periods

Activity one: Many items vary in price at different stores. From the newspaper ads the students will select various items, list the cost in each ad, calculate the difference in cost and indicate the best buy. Following these individual activities, the class may become involved in a discussion of what they discovered. The following questions should be answered: What is the difference? Why be concerned about it? What is meant by "Shopping?: What is meant by "shopping wisely?"

Activity two: Students begin by responding to the problems listed below:

1. A boy worked for three weeks after school and earned $26.70. He punctured his tire on the last day and bought a tube to repair it. The tube cost #3.25. What is left for other uses?

2. Another boy earned $2.65 babysitting. He spent $.92 for a writing pad and a pen. Did he have enough left to buy another pen for $.65?

3. A girl bought 230 pounds of wax to make candles. She used 119 pounds. How many pounds does she now have?

4. A storekeeper stacked 2 cases (24 bottles per case) of soda in his cooler. He sold six bottles to Larry, five bottles to Gail and eleven bottles to Jack. How many are left in the cooler?

5. A mechanic bought a car with 86,423 miles recorded on the speedometer. Four months later the speedometer reading was 90,201. How many miles had the car been driven during the four months?

RESOURCES

Community Contacts:

Local check-out clerk at the supermarket could be invited to class to talk about his/her job and how basic skills are used in that job.

Free Information:

0328
0348

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 43

Subject Area: Math

Grade Level: 7,8,9

Title: The Chef

BEHAVIORAL OBJECTIVES:

4.01 The students will show recognition that worker productivity is influenced by rewards.

7.01 The students will show recognition of the implications of working independently and working with others.

*Capsule Activity Description:

Discuss role of kitchen staff of a Restaurant. Students work problems related to recipes. Knowledge of fraction and equivalent measures, needed.

ACTIVITY (2 periods)

A. Discuss briefly the roles of the kitchen staff of a restaurant or food service establishment.

   1. The cook or chef prepares and portions meat, vegetables, sauces, and casserole dishes. In large restaurants, one may find individual roast or dinner cooks, cold meat cooks, sauce cooks, short order cooks, and soup cooks.

   2. The pastry chef and baker prepares cakes, cookies, pies, and other pastry type desserts as well as bread, rolls, and quick breads. He must plan so that fresh bread is ready when it is needed. In some cases, skill as a cake decorator is required.

   3. The kitchen helper assists cooks and chefs by doing a variety of tasks under supervision -- e.g., measuring, mixing, washing and chopping vegetables and salad ingredients. A good job for one who wants to learn more about food preparation.

   4. The sandwich maker prepares snadwiches as orders come in. He also prepares fillings and dressings and must be able to work quickly and carefully.

5. The soda fountain worker prepares soft drinks and ice cream dishes; in some places, may also serve customers and prepare toast and sandwiches.

6. The butcher cuts, trims and prepares meats to fill the cook's orders. He must be expert at cutting a carcus and storing meat. He may have the job of meat cook.

B. Have the students work a few problems in changing the size of recipes. They will need information on equivalent measures and basic knowledge of fractions. It might be helpful for the boys in the class to see a set of measuring cups and spoons before they begin.

Answers to Problems:

1. Meat Ball Recipe

3 lb. ground beef
1 lb. ground pork
4 cups (1 qt.) bread crumbs
2 cups parmasean cheese
4 tbsp. (¼ c.) parsley
4 cloves garlic
2 cups mild
8 eggs
6 tsp. (w tbsp) salt
½ tsp. pepper

2. Hamburger Stroganoff

1 can mushrooms
3/4 cup onions
1 clove garlic
1/8 cup butter (2tbsp.)
1 lb. ground beef
1 can cream of chicken soup
1/16 cup (1 tbsp.) flour
1 tsp. salt
¼ tsp pepper
½ pint sour cream (1 cup)
7 oz. noodles
1/8 cup (2 tbsp) parsley

3. Tomato Sauce Recipe

2 cups onions
12 tbsp. (3/4 c.) olive oil
5 1-lb. cans tomato puree
2 1-lb. cans tomato sauce
4 6-oz. cans tomato paste
4 cups water
4 tsp. basil (1 tbsp.+1 tsp.)
8 tbsp. (½c.) parsley
8 tsp salt (2 tbsp.+2tsp.)
1 tsp. pepper

3. Devil's Food Cake

1 3/4 cup flour
1 cup sugar
1½ tsp. baking soda
1 tsp. salt
1/3 cup cocoa
5/8 cup shortening (½ cup + 2 tbsp.)
7/8 cup milk (3/4 cup + 2 tbsp.)
2 eggs
1 tsp. vanilla

4. Green Goddess Salad Dressing

8 cups (2 qts.) mayonnaise
4 cups (1 qt.) sour cream
2 2/3 cups parsley
24 tbsp. (1½ c.) green onions
24 tbsp. (1½ c.) anchovy paste
24 tbsp. (1½ c.) tarragon vinegar
8 tbsp. (½ c.) lemon juice
8 cloves garlic

RESOURCES

Community Contacts:

Free Information:

0161
0057
0163
0090
0024

Other Resources:

*This activity has been designed and/or used successfully by:

Toledo Public Schools, Toledo, Ohio. 1975

Activity # 44

Subject Area: Math, Geography, Art

Grade Level: Junior High School

Title: "Vacation Trip"

BEHAVIORAL OBJECTIVES:

4.02 The students will demonstrate acquisition of basic money management skills.

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

8.07 The students will be able to discuss what they consider a meaningful life.

*Capsule Activity Description:

Students plan a budget of a vacation trip and anticipate expenses.

ACTIVITY

Each student will bring to class a poster or an advertisement of some place he would like to visit in the United States. This place must be at least 600 miles away and not more than 1000 miles. After choosing the destination, the student will plan a trip there. The trip must last for at least six days and five nights. The vacation budget will be planned for two people taking the trip.

After choosing the destination, each student will chart his course on a map. Each student should have a map illustrating the route.

The teacher will make out a form that the students will complete as they work on their project. This form will involve determining the most economical and efficient method of transportation, the cost of lodging and food, etc.

After each student has completed his planning for the trip, he will make a brochure explaining the details of his trip. This brochure will include relevant information from the trip form completed by the student.

As a final activity, the students will display and explain their brochures in the class.

RESOURCES

Community Contacts:

Travel Agency
Airlines
AAA

Free Information:

Hotel brochures and rates - can be obtained from local hotels - preferably nationally known hotels, such as Holiday Inn, Marriott, Ramada, etc.

Other Resources:

Newspapers and magazines - to obtain ideas, and posters of places.
Maps of United States - can be obtained from service stations - best source is probably the Automobile Association of America (AAA).
Rulers - for determining distances on the map.
Train rates and schedules.
Plane rates and schedules.
Bus rates and schedules-
Menus - from hotel restaurants preferably.
The Chamber of Commerce.
Vacation trip form - attached.

*This activity has been designed and/or used successfully by:

Radford City Schools Career Education Program, Radford City, VA

VACATION TRIP

I. 1. Destination ____________________
2. Departure Date ____________________
3. Arrival Date ____________________
4. Distance to be traveled
    a. One way ____________________ miles
    b. Round trip ____________________ miles

II. Transportation
1. Plane
    a. Cost of round trip ticket $____________________
    b. Departure time ____________________
    c. Arrival time ____________________
    d. Total length of flight ____________ hrs. ____________ min.
    e. Point of departure ____________________
    f. Point of arrival ____________________
    g. Rent-A-Car
        1) Cost per day $____________ per mile ____________¢
        2) Number of days will use care ____________________
        3) Approximate number of miles will travel in car ____________
        4) Approximate total cost of rental car $____________

2. Train
    a. Cost of round trip ticket $____________________
    b. Departure time ____________________
    c. Arrival time ____________________
    d. Total length of train trip ____________ hrs. ____________ min.
    e. Point of departure ____________________
    f. Point of arrival ____________________
    g. Expected Rent-A-Car cost $____________________

3. Bus
    a. Cost of round trip ticket $____________________
    b. Departure time ____________________
    c. Arrival time ____________________
    d. Point of departure ____________________
    e. Point of arrival ____________________
    f. Total length of bus trip ____________ hrs. ____________ min.
    g. Expected Rent-A-Car cost $____________________

4. Car
    a. Miles per gallon gasoline car obtains ____________________
    b. Number of miles to be traveled ____________________
    c. Number of gallons of gas to be used ____________________
    d. Cost per gallon gas ____________________¢
    e. Total gas cost $____________________
    f. Availability of gas good________ fair________ poor________
    g. Total cost of running car (approximately 15¢ per mile for gas and wear and tear) $____________________

5. Mode of transportation will use ____________________
Why? ____________________
____

III. Motels (must stay in at least two different ones)
a. Name and location of motels
1. ____________________
2. ____________________
b. Telephone numbers (for reservations - include area codes)
1. ______________ 2. ______________
c. Restaurant with motel
1. ______________ 2. ______________
d. Cost per day of motel (double room)
1. $______________ 2. $______________
e. Number of nights will spend there
1. ______________ 2. ______________
f. Total cost of each motel
1. ______________ 2. ______________
g. Total motel cost for trip
$______________

IV. Food
a. Number of breakfasts ______________
b. Number of lunches ______________
c. Number of dinners ______________
d. Approximate cost of breakfast (for two) $______________
e. Approximate cost of lunch (for two) $______________
f. Approximate cost of dinner (for two) $______________
g. Cost of breakfast for trip $______________
h. Cost of lunch for trip $______________
i. Cost of dinner for trip $______________
j. Total cost of meals on trip $______________

V. Places of interest to visit on trip (at least three)
a. ____________________
b. ____________________
c. ____________________

VI. Miscellaneous expenses (entertainment, snacks, etc.)
$____________________

VII. Total cost of entire trip $____________________

Amount of trip can charge on credit card
(gas, possibly motel) $____________________

Amount of cash will need $____________________

Activity # 45

Subject Area: Mathematics

Grade Level: 7-8

Title: Work of a Welder

BEHAVIORAL OBJECTIVES:

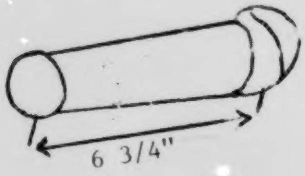
2.01 Students will display their understanding of the variety and complexity of the math involved in welding.

*Capsule Activity Description:

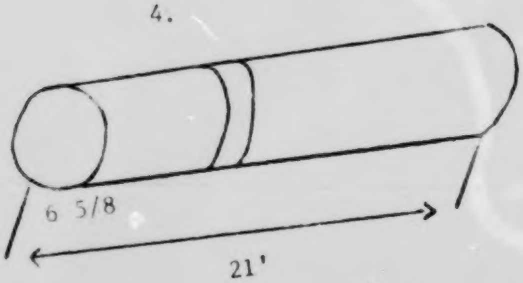
Students will learn how to apply the principles of multiplying decimal fractions to the work of a welder.

ACTIVITY

1. Ask students to turn to unit of decimals.
2. Three pieces of angle iron, each 6 ft. 4 in. long, are from a bar of angle. What is the total length of the three cuts? Give the answer in feet.
3. One hundred and thirteen hinge pins are made as shown in the illustration How much ½ in. solid round bar is required in feet and inches?



4. How many pieces of ½ in. round solid stock shown, each to 5/8 in. long can be cut from the total length shown? allow 1/8 in. loss for each cut.



RESOURCES

Community Contacts: Larchwood Iron and Metal Company, 61st and Larchwood.

Free Information:

Other Resources:

Sterling Burpee--Welder at Larchwood
Film strip

*This activity has been designed and/or used successfully by: Ms. Mamie Beatty
Vaux Jr. High, Philadelphia, PA

Activity # 46

Subject Area: Mathematics

Grade Level: 7-8

Title:

BEHAVIORAL OBJECTIVES:

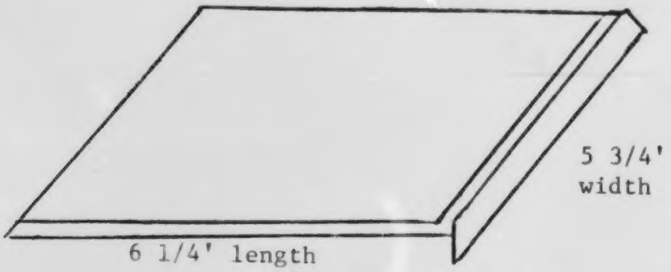
7.01 Students will be able to identify the variety of measurements in welding; such as yards, inches, feet, etc.

*Capsule Activity Description:

Student will realize how a welder must often change a measurement into a larger or smaller unit of measure.

ACTIVITY

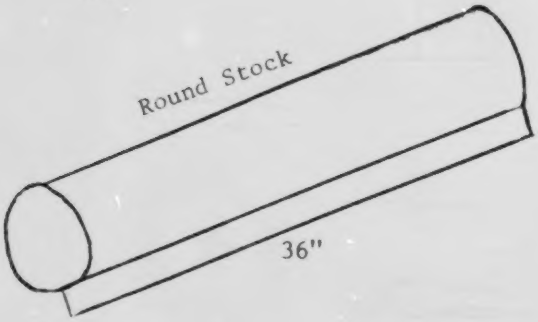
1. Ask students how do you change inches into feet.
2. Ask students to change 24 inches to feet.
3.



A piece of plate steel is shown to the left. Convert the width and length to inches.

L __________ W __________

4.



a) Change the length of the round stock shown to left.
b) Change to yards.

RESOURCES

Community Contacts:

Field trip to one of the metal companies in their neighborhood.

Free Information:

Other Resources:

Film strip from school library.

*This activity has been designed and/or used successfully by:
Mamie Beatty
Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 47

Subject Area: Math

Grade Level: 7 and 8

Title: Math Learning Center

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a cariety of occupations.

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

5.02 The students will demonstrate their understanding that decision making involves responsible action.

5.03 The students will display recognition that decision making involves some risk taking.

*Capsule Activity Description:

Students better understand the interrelatinship between math and work by investigating several mathematically related careers.

ACTIVITY (one or more class periods)

Create a math learning center in your classroom. Place in it learning packets or task cards which involve using math in career related ways. For students this can ve a useful way of practicing math skills as well as exploring careers. Below are some suggestions for task cards.

1. Would You Like to be a Mathematician?

Mathematicians experiment with numbers. Here is an experiment you can try. Roll one dice. What is the probability that the number 2 will come up each time you roll? (Answer 1:6). Mathematically, the number 2 should come up one time for every 6 rolls. How many times should it come up in 100 roll? (Answer: Divide 100 by 6). Now experiment to see if your calculated answer corresponds with reality. Roll the dice 100 times. Each time the number 2 comes up, make a slash mark on your paper. Count up the slash marks and compare results.

2. Would You Like to be an Accountant?

Accountants often do income tax returns for other people. Bring in the short forms of income tax returns. Make up hypothetical earnings and wage deductions. Let the children complete the tax returns with the data you provide, looking up tax values in the tables and computing whether the government gets paid or pays for this hypothetical situation.

ACTIVITY (con't)

3. Would You Like to be a Surveyor?

Surveyors work with sophisticated equipment to measure land. However, you can use yardsticks to measure your classroom. Find out the length and width of the classroom.

4. Would You Like to be an Architect?

Architects design buildings. First they must draw their plans on paper, then build models of their plans to scale. Design a building.

RESOURCES

Community Contacts:

Invite local accountant to speak in your class to describe and/or show how he/she uses mathematical skills in his/her job.

FREE Information:

American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10036

The Institute for Research
610 South Federal Street, 7th Floor
Chicago, IL 60605

Careers, Inc.
P.O. Box 135
Largo, FL 33540

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Statistical Association
806 15th Street, NW
Washington, DC 20005

Careers, Inc.
P.O. Box 135
Largo, FL 33540

Chronicle Guidance
Publications, Incorporated
Moravia, NY 13118

"Mathematician"-50¢-#162
"Mathematical Technician"-50¢-#421
"Why Not Mathematics?"-50¢

Other Resouces:

Include filmstrips on each of the four courses

*This Activity has been designed and/or used successfully by Pennsylvania Department of Education.

Activity # 48

Subject Area: Math

Grade Level: 7 and 8

Title: "Comparing Careers
Mathematically"

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each studetn is unique and special.

1.07 The students will show understanding of the expanding concept of self.

1.08 The students will display understanding that since each individual is unique, he/she is capable of unique contributions.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

2.14 The students will show understanding of the educational requirements needed for entry into occupations within selected career areas, and the need to plan an educational process to reach their selected career goals.

*Capsule Activity Description:

Students will practice basic mathematical computations, long division, adding, averages, etc.) through the investigation of several careers.

ACTIVITY: One class period

Discuss the meaning of the job elements listed in the chart. Explain that the importance of each of these elements differs for each one of us since we are all different. Likewise, the strength of these job elements varies for different occupations. Using a point scale of 1-10, grade a career according to these nine job elements. For example, the occupation, elementary school teacher, could objectively receive the following career grades:

Homelife 10, Security 9, Wages 6, Variety 7, Advancement 2, Creativity 9, Status 7, Influence 9, Responsibility 8

Next, the students grade (point scale 1-10) each of the nine job elements in terms of its importance to themselves in choosing a satisfying career. For example, if homelife is relatively important to the student he/she might grade it 8, if wages are very important they might be graded 9, and if opportunities to utilize creativity is unimportant it might be graded 1,2, or 3.

Next, the students total the rows, then they total the column of row totals. This sum is divided by 18 to find the average job element grade. This number is a personal evaluation grade for the career. Various careers can be compared by using this process to yield the average grade and by comparing these grades. Do this activity several times so that students can compare careers in terms of how these careers meet their own personal needs.

Discuss the meaning of the average or mean and its usefulness as a mathematical concept. At the end of the activity ask the children to share the knowledge they gained about themselves.

As a supplementary activity, you may want to show the filmstrip/cassette series, "Fascinating World of Work, Career Awareness Series" (National Career Consultants, Inc.).

*This activity has been designed and/or used successfully by: Pennsyvlania Department of Education

PERSONALIZED CAREER EVALUATION FORM

CAREER ______________________

Job Element	Career Grade	Personal Importance Points	Totals
Homelife			
Security			
Wages			
Variety			
Advancement			
Creativity			
Status			
Influence			
Responsibility			
		TOTAL	
			÷ 13
		(Average Grade) OVERALL PERSONAL CAREER EVALUATION	

Activity # 49

Subject Area: Math

Grade Level: 7th Grade

Title: Difficult Problems

BEHAVIORAL OBJECTIVES:

1:1 The student will consider their interest and abilities in exploring occupations

2:01 The student will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description:

Students learn about improving their Math Skills through this activity.

ACTIVITY

Have each student take our a piece of paper. Do not put name on it. Teacher will put a list of math topics on the board. Example: Addition, subtraction, dividing, multiplication of whole numbers fraction, decimals measurements. Teacher will ask class to list from the board those areas that they had the most problems with last term. Without any names on the papers the students will more than likely let the teacher know know his or her shortcomings. Given about ten minutes, teacher will ask class to turn papers to blank side and put in the center of desk. Ask the last person on each row to walk forward and collect each paper without looking at reverse side. Teacher will then collect each set of papers from student. Teacher will select three papers at random and check her list on the board with those on the sheets. This is where the teacher will start the lesson on problem solving. Students who can do will be asked to come up to the board and demonstrate.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Adolphus Lewis, Jr.
Vaux Jr. High School
Philadelphia, PA

Activity # 50

Subject Area: Math

Grade Level: 7 and 8

Title: Weekly Budget Plan

BEHAVIORAL OBJECTIVES:

4.01 The students will show recognition that worker productivity is influenced by rewards.

4.02 The students will demonstrate acquisition of basic money management skills.

4.03 The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description:

Students will develop a vocabulary for understanding economic principals and acquire some basic consumer skills by constructing their own "Weekly Budget"

ACTIVITY: (2 class periods about one week apart)

Instruct students to make a "Weekly Budget Plan." Tell students they will receive ____________ amount of money for their allowance per week. Students are to list all expense items and the estimated cost of each, as well as all money received from outside jobs.

After the "Budget Plan" is made, have students keep a record of all money spent and earned throughout the week. Compare the accurate results to the "Budget Plans." Discuss Budget Planning and how it relates to real life situations. Emphasize the fact that emergencies often occur requiring a change in the "Budget Plans." Develop "Budget Plans" over an extended period of time to observe whether the students become more accurate in their planning.

Supplemental Resources: Let the Buyer Beware. Six filmstrips with cassettes. Designed to provide basic inofrmation concerning consumer education.
Cost: $54.00 (estimate) EYE Gate House

RESOURCES

Community Contacts:

Invite a local housewife to discuss how she/he maintains a weekly budget for the family.

Free Information:

Other Resources:

Let the Buyer Beware. Six filmstrips with cassettes. Designed to provide basic information concerning consumer education. Cost $54.00 (estimate) Eyegate House.

*This activity has been designed and/or used successfully by: Pennsylvania Department of Education

Activity # 51

Subject Area: Mathematics

Grade Level: 7-8

Title: Welder

BEHAVIORAL OBJECTIVES:

6.06 The students will show an understanding of the reason(s) that welders use addition of decimal fractions.

*Capsule Activity Description:

Students will learn how to apply the principles of adding decimal fractions to the work of a welder.

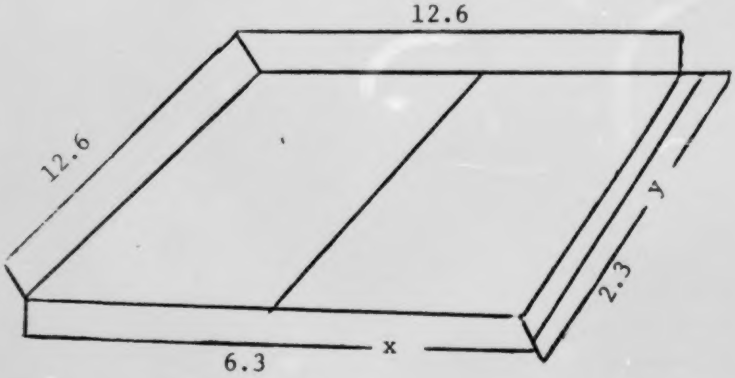
ACTIVITY

1) Ask students to turn to the unit of decimals

2) Write addition of decimals in a vertical column with all decimal points directly under each other

3) A steel plate is flame cut and a hole is drilled in each corner.

   a) find the missing dimension x
   b) find the missing dimension y



RESOURCES

Community Contacts:

Larchwood Metal Company, 61st and Larchwood.

Free Information:

Other Resources:

1) a trip to a metal company
2) Film strip

*This activity has been designed and/or used successfully by: Mamie Beatty
Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 52

Subject Area: Mathematics

Grade Level: 7 to 9

Title: Buyer Beware!

BEHAVIORAL OBJECTIVES:

3.25 The students will review the performance requirements for various jobs.

4.13 The students will show their awareness of economic forecasting instruments.

*Capsule Activity Description:

Students will show proficiency in determining percent of profit by "working" as a buyer for a store.

ACTIVITY

1. Discuss career of buyers and how stores are stocked with foods.
2. Students will make a list of five items found in
   a- grocery store
   b- clothing store
   c- fast food store
3. The students are to price each item.
4. If each item has a 50% profit, what is pr-fit on each item?
5. What is students estimation of how much item cost the buyer after all costs are taken into consideration? i.e., salaries, rent, electric, insurance, etc. (if students are too unrealistic give examples)
6. What happens if buyer is wrong in selection of items to sell in store?

RESOURCES

Community Contacts:

Invite store buyer to talk to class
Visit a wholesaler
Visit store haveing a big sale

Free Information:

Obtain schedules of air, rail and truck frieght rates. Use these to find out how much it would cost to ship a 100 lb shipment from New York City to Phildelphia. How much for 5 lb, 20 lb packages?

Other Resources:

Examples of trade magazines

*This activity has been designed and/or used successfully by: Esther McCoy
Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 53

Subject Area: Math

Grade Level: Junior High (7-9)

Title: Map Math

BEHAVIORAL OBJECTIVES:

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

*Capsule Activity Description:

Students will increase their familarity with transportation careers, and improve their arithmetic operations skills by using road maps to calculate distance/mileage.

ACTIVITY One class period (45 minutes)

Instruct each student to bring a road map to class in preparation for this activity.

1. Have students pretend they are a truck driver on a hypothetical "run", and pencil out a hypothetical travel route between a company business and a consumer site on their maps.
2. Have students calculate in miles the distance from the company to the consumer site, and then the total round-trip distance.
3. Instruct students to map out and calculate the distances for as many additional alternatice routes that are possible in the event of a "roadblock."
4. Have each student list on a sheet of paper any careers in the transportation area of which he/she is familiar. Discuss careers/jobs that the students have overlooked, and explore the skills needed for the jobs.

RESOURCES

Community Contacts:

Invite a truck driver from the local community, preferably a parent of one fo the participating students, to discuss the career and math skills involved in his/her job.

Free Information:

Keystone AAA, Maps
2040 Market Street
Philadelphia, PA

Local Tourist Information Center, Maps

Other Resources:

Shell Oil Company...
Gulf Oil Company...
Arco Oil Company...
Septa... MAPS
International Truck Company...
Bulldog Truck Company...
Mack Truck Company...

*This activity has been designed and /or used successfully by: Sharon A. McCorkle
Villanova University Teacher Corps, Graduate Intern

Activity # 54

Subject Area: Math

Grade Level: 7 to 9

Title: Math at work

BEHAVIORAL OBJECTIVES:

3:25 Students will review the preformance requirements for various jobs.

7:02 The student will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description:

Students will visit a construction site and determine what level of math is used by the workers.

ACTIVITY Two periods: 45 minutes each

1. Select a construction site within walking distance of the school.
2. Get permission for class to visit site from building contractor.
3. Before trip, discuss various jobs in the construction industry, i.e., carpenter, roofer, bricklayer or mason, electrician, etc.
4. Show film strip, "The Construction Worker". Intern teacher will get from Villanova library if not already in your school.
5. Divide class into small groups, about four (4) students each.
6. On arriving at the site, each group will interview their selected worker.
7. Find out what math they have to know to keep thier jobs.
8. On returning to class. Follow up the lesson the next time class meets.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Villanova University Intern Teachers

*This activity has been designed and /or used successfully by Adolphus Lewis, Jr.
Vaux Jr. High School
Philadelphia, PA

Activity # 55

Subject Area: Math

Grade Level: Junior High (7-9)

Title: Recipe Math

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

2.12 The students will show development of an understanding of how communications, mathematics, science, and social studies are used in selected occupations.

*Capsule Activity Description:

Students will improve their arthimetic operations skills by converting recipes.

ACTIVITY One class period (45 minutes)

The following recipes could be used to aid students in practicing multiplication, division, addition, and subtraction operations by means of weights/measures conversions.

1. Review basic measurement conversions with the students:
   i.e. 16 ounces equals 1 lb.
   4 pts equals 1 qt.
   3 tsp. equals 1 tbsp.

2. Have each student choose one of the recipes listed or one of their favorite recipes, and convert the recipe to both a larger and a smaller amount.
   i.e. convert recipe for 12 dozen rolls to 18 dozen rolls
   convert recipe for 12 dozen rolls to 9 dozen rolls
   (sample recipes on back)

3. Have students orally list as many food service occupations as possible, and the necessary accompanying mathematical skills. Discuss the numerous mathematical operations involved in food service occupations.

RESOURCES

Community Contacts:

Guest Speaker: Holiday Inn
18th and Market Streets
Philadelphia, PA
Initial contact: Mrs. Starr Valenti, Personnel Director
Resource person: Chef Roger Guignard

Free Information:

General Foods: free recipe booklets, Betty Crocker

Good Housekeeping magazine: recipes

Other Resources:

Haines, Robert G., Math Principles for Food Service Occupations. Albany, New York: Demar Publishers, 1979.

Cookbooks

*This activity has been designed and/or used successfully by: Sharon A. McCorkle
Villanova University Teacher Corps, Graduate Intern

Activity # 56

Subject Area: Math

Grade Level: 7-9

Title: Sports Statistician

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

4.04 The students will display understanding between technology and the world of work.

4.10 The students will be able to explain how the monetary rewards from an occupational role may determine their life styles.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

*Capsule Activity Description:

Solving problems relating to sports statistics.

ACTIVITY

A. Have a student report of the career of a statistician and discuss the career with the class. (Information can be found in the S.R.A. Widening Roles Kit or in the Encyclopedia of Careers, Volume II, pgs. 348-352)

B. Discuss the different types of statistics used in sports.

    1. Baseball, football, basketball, bowling

    2. Ask students what effect, if any, statistics might have on the evaluation of professional athletes.

C. Discuss the need for mathematical skills in the preparation of sports statistics.

    1. Teacher should place several problems on the blackboard that require a variety of mathematical skills.

    2. Students should discuss and interpret the meaning of the problems and their answers.

    3. Students should solve problems involving sports statistics. (Problems follow)

Name ______________________________

Date Due ____________________________

COMPUTING SPORTS STATISTICS

1. If it is 60 feet between each of the bases on a baseball diamond, what is the total distance around all of the bases? (Give the answer in feet and yards)

   a. ____________________ b. ____________________

2. If a batter can run an average of 15 feet in one second, how long will it take for him to run around all the bases?

   ____

3. The distance from home plate to the pitcher's mound is 60 feet and from home plate to second base is 120 feet. Express this distance relationship, in the order given, as a decimal fraction or as a common fraction in lowest terms.

   ____

4. Last year, Willie Mays had 176 hits in 550 times at bat. What was his batting average for the year?

   ____

5. Included in Willie Mays 176 total hits last year were 32 homeruns, 9 triples, 30 doubles, and 105 singles. Find what percent of his hits were homeruns, triples, doubles, and singles. Give each answer to the nearest whole percent.

   a. homeruns ______________ c. doubles ______________

   b. triples ______________ d. singles ______________

6. Total attendance at Ohio State football games last year was 730,552 fans for eight games. What was the average attendance per game?

   ____

7. Gale Sayres can run 100 yards in 11.5 seconds. How many yards can he run in one second? (Give the answer to the nearest yard.)

   ____

8. Last year, Gale Sayres carried the football 198 times for an average of 5.6 yards per carry. How many yards did he gain for the entire season? (Give the answer to the nearest yard.)

____

9. If a football team gained 117 yards passing and 216 yards running, but was penalized 85 yards. How many net yards did did the team gain for the game?

____

10. Attendance at each of McTigue's football games were 324, 275, 487, and 404. What was the average attendance per game?

____

11. If McTigue's basketball team won 3 of their first 4 games. How games would they win if they continue at their present rate if there are 24 games in a season?

____

12. If the McTigue basketball team was successful on 30% of 50 field goal attempts and 60% of 15 foul shot attempts. How many points would they have for the game? (Each field goal is worth 2 points and a foul shot is 1 point)

____

13. A bowling team consists of 5 players. If each player is charged 55¢ per game, what is the cost, per player for three games and what is the cost for the entire team for three games?

a. each player ______________ b. entire team ______________

14. What is the team average of a bowling team whose players recorded the following scores for one game: Joe, 187; Bill, 153, John, 132; Alan, 97; Dave, 161.

____

15. What is the total number of pins the above team would knock down in a three game match if they continue their present rate?

____

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Answers to problems are as follows:

1. a) 240 feet
   b) 80 yards
2. 16 seconds
3. .5 or ½
4. 320
5. a) 18%
   b) 5%
   c) 17%
   d) 60%
6. 91319
7. 9 yards
8. 1109 yards
9. 248 yards
10. 370
11. 18
12. 39
13. a) $1.65
    b) $8.25
14. 146
15. 2190

*This activity has been designed and/or used successfully by:

Toledo, Public Schools, Toledo, Ohio, 1974.

Activity # 57

Subject Area: Math

Grade Level: Junior High School

Title: "Contracting Business"

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

*Capsule Activity Description:

Using common business measurements students relate math skills to work applications. (Wall and floor coverings).

ACTIVITY

1. The students will do exercises that relate to area and perimeter of rectangles.
2. An individual who sells carpet, fencing, paneling and wall paper will explain how to measure homes for these items. He will also explain the qualifications and working conditions of his job.
3. As a project the students will decide the amount of carpet, wall paper, paint, and paneling needed for various rooms of a six room house. Specific dimensions will be given for each room.

RESOURCES

Community Contacts:

Free Information:

0255
0283
0117
0120

Other Resources:

*This activity has been designed and/or used specifically by:

Radford City Schools Career Education Program. Radford City, VA.

Activity # 58

Subject Area: Math

Grade Level: 7, 8, 9

Title: "Budgeting"

BEHAVIORAL OBJECTIVES:

2.01 The student will give evidence of their understanding of the interrelationship between education and work.

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.10 The students will illustrate how participation in school activities can related to selected career areas.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

*Capsule Activity Description:

Students will have a better awareness of how difficult it is to budget, by trying it themselves, and by listening to a local business person discuss budgeting for his company.

ACTIVITY: (2 class periods)

Lesson one: Discuss budgeting with the class. Develop a definition. Ask the class to list all the ways a family spends money. Make a chart showing categories and the things to be purchased under each.

Lesson two: Establish a budget for a family. Determine percent of income for each category. Decide on dollar amount. Discuss difficulty of maintaining a budget. Recognize importance of financial planning.

Lesson Three: Prepare a budget for a particular purpose (field trip) after a resource person (business manager, accountant) explains how budgets are made in adult occupations. Make a list of jobs that relate to budget making.

Supplemental resources: Market. A game relating to retailers and consumers. Cost $50.00 (estimate) Industrial Relations Center.

RESOURCES

Community Contacts:

Local Accountant, business manager, or one who keeps the budget for a company.

Free Information:

Textbook: p. 3 #2
#3
#14

Other Resources:

Market. A game relating to retailers and consumers. Cost $50.00 (estimate) Industrial Relations Center.

*This activity has been designed and/or used successfully by

PA. Department of Education

Activity # 59

Subject Area: Math

Grade Level: Intermediate

Title: "Graphing the Class'
Growth in Height & Weight"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

2.10 The pupils will show awareness of the relationship between educational experiences and career selection and development.

2.12 The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.

2.14 The pupils will show development of greater understanding of how and why reading, writing, number skills, and science are used in most jobs.

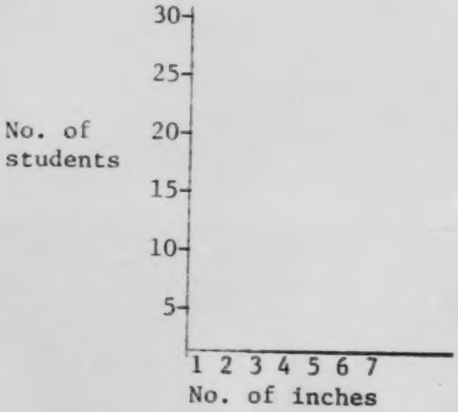
*Capsule Activity Description:

Students will practice the basic skills of Graphing, using measurements of inches and pounds, by graphing the classes' weight and height.

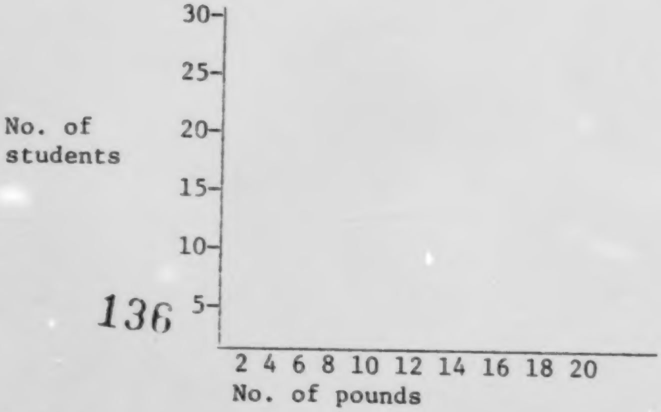
ACTIVITY: One class period plus subsequent recordings

Ask each student how much they have grown this school year in height. Ask how much each student has gained in weight this school year. Graph the class growth, using the graphs below as examples. Ask the class to describe the class growth patterns.

Height



Weight



Have students convert measurements to metric units and chart metric measurements and weights.

Supplemental Resources: Diagnosis: An Instructional Aid - Mathematics A kit designed to aid students work with basics. Cost: $55.00 (estimate) Science Research Associates

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Diagnosis: An Instructional Aid - Mathematics. A kit designed to aid students' work with basics. Cost: $55.00 (estimate) SRA

*This activity has been designed an/or used successfully by:

PA. Department of Education

Activity # 60

Subject Area: Math

Grade Level: Intermediate

Title: "Ratio & Proportion"

BEHAVIORAL OBJECTIVES:

2.01 The pupils will give evidence of their understanding of the interrelationship between education and work.

2.03 The pupils will show awareness of multiplicity of skills and knowledge in education.

2.09 The pupils will show realization that learning is continuous, occurring inside and outside of school.

2.10 The pupils will show awareness of the relationship between educational experiences and career selection and development.

2.12 The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.

2.14 The pupils will show development of greater understanding of how and why reading, writing, number skills, and science are used in most jobs.

*Capsule Activity Description:

Students will develop basic skills of ratio and proportion by examining a 10 speed bike and investigating heights and lengths and widths of shadows.

ACTIVITY:

1. Take students outside to determine the ratio of objects' heights to their shadows' lengths during a particular time of day. After the students have determined this ratio, ask them to find the height of several objects (a telephone pole, a tree, another student, etc.) by measuring its shadow's length.
2. Discussion of ratios: Bring a Ten-Speed Bicycle into the classroom and have the students determine the gear ratios by counting the number of teeth in the sprockets and dividing the number of drive teeth by the number of teeth on the sprocket on the back wheel. Using this information and drawing on their own experiences, students can conclude which ratio will produce the most speed, power, etc.
3. Discuss: What workers would need this information? Who fixes your bike when it breaks? How can you learn to do repairs by yourself? Discuss the importance of math in operating your own repair shop. Example: cost of materials, rent, labor, taxes, pricing, etc.

RESOURCES

Community Contacts:

Invite members of the community who use ratio and proportion in their jobs to your class to talk about its importance, and also the job they represent. i.e., carpenter, repairman of any kind.

Free Information:

Other Resources:

Occupational Outlook Handbook

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 61

Subject Area: Math

Grade Level: Intermediate

Title: "Practicing Purposeful
Purchasing"

BEHAVIORAL OBJECTIVES:

2.09 The pupils will show realization that learning is continuous, occurring inside and outside of school.

2.10 The pupils will show awareness of the relationship between educational experiences and career selection and development.

2.12 The pupils will show development of an understanding of how communications, mathematics, science, and social studies skills are used in selected occupations.

2.14 The pupils will show development of greater understanding of how and why reading, writing, number skills and science are used in most jobs.

*Capsule Activity Description:

Students practice basic addition/subtraction skills in class by "shopping".

ACTIVITY: One class period and preparation time

Preparation Activity: Prepare $500 in bills and coins (this might be a class or group assignment during a slow period or lesson). Prepare at least fifteen assignments or one for every two students. (These may be circulated among students). Obtain a cash box, or reasonable facsimile.

Activity: Working in pairs, students will make change according to the assignment sheet. The "salesperson" accepts money and makes change. The "buyer" checks the accuracy of the transaction.

ASSIGNMENT SHEET ILLUSTRATION

Cost of Item	Amount of Money Offered	Amount of Change
37¢	50¢	?
$11.29	$20.00	?
33¢	$5.00	?
10¢	$1.00	?
5¢	25¢	?
40¢	$1.00	?
$1.10	$2.00	?

Class Discussion: How many careers or jobs can you think of where people make change? (List them on the blackboard for the class). Some persons make change without using money. Can you name some of those jobs? (Accountant, business manager, bookkeeper, trader).

Alternative: Have studnets bring in clean, empty containers that still have the selling price marked on them. Establish a store to practice making change, by adding and subtracting.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

PA Department of Education

141

Activity # 62

Subject Area: Math

Grade Level: Junior HIgh School

Title: "Language of Mathematics to Communicate"

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description:

Students keep a list and log of numbers which are involved in daily activities.

ACTIVITY

1. This activity will be administered during the first month of school on Friday to eigth grade math students.
2. The students will take ten minutes and list the ways numbers are involved in his daily activities. The student will keep this list as part one of this project.
3. As an assignment the students will be asked to keep a detailed activity log (being very specific as to when, where, and how many) over a weekend.
4. On Monday, the student will write a brief paper explaining his weekend activities. He must be specific and avoid the use of numbers.
5. After his attempt to write the paper, the student will revise his list in part one.

RESOURCES

Community Contacts:

Free Informantion:

Other Resources:

*This activity has been designed and/or used successfully by:

Radford City Schools Career Education Program. Radford City, VA.

Activity # 63

Subject Area: Mathematics

Grade Level: 7 to 9

Title: "Wood You?"

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

2.07 The students will show their understanding that educational planning is necessary for all students.

*Capsule Activity Description:

Students will learn to read bar graphs by using percentage in determining how lumber is used.

ACTIVITY (two periods)

I. Pass out bar graph ditto sheet

II. Discuss

1- what is title of graph?
2- Why is it called a bar graph.
3- What information is given horizontally/vertically?
4- How many % points between each line?
5- What are the occupations which turn lumber into fuel, fighting, fires, putting up buildings and making paper products? List.
6- Discuss one occupation from each group.
7- How is educational planning different for each job.

III. Answer these questions:

1- Where is lumber used the most/least?
2- What % of lumber is used for fuel?
3- What is the total % after use of lumber excluding building?

IV. 1- Have students follow with finger as each use is shown by percentages.
2- How could bar graph be made more exact? Would it be practical?

RESOURCES

Community Contacts:

1- Energy conservation speaker
2- Natural resources speaker
3- Speaker from Scotts Paper products

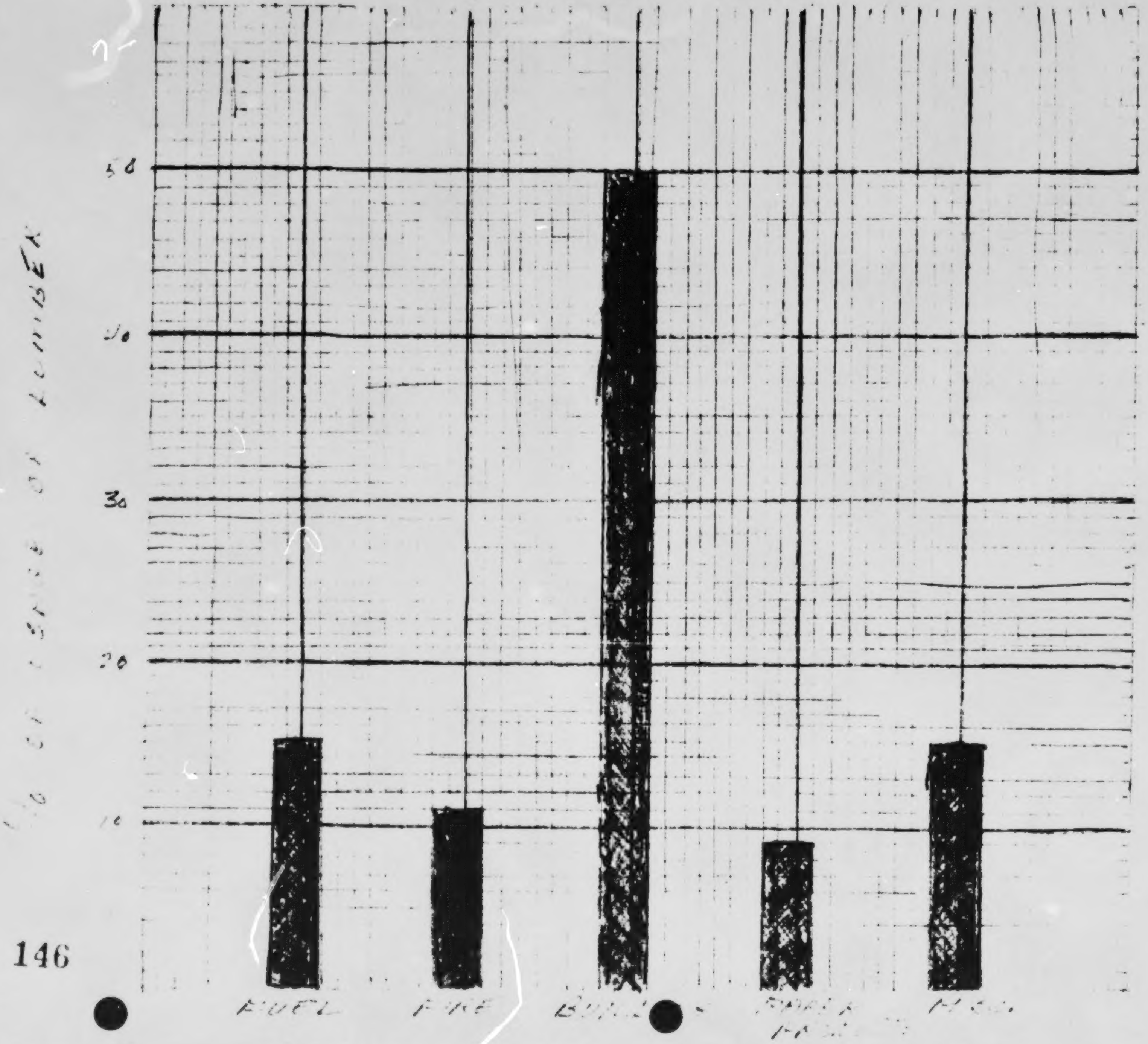
Free Information:

Governmental Agencies (1-2)
Any printed material from paper products businesses
Marcal, Kleenex, paper bag companies, etc.

Other Resources:

*This activity has been designed and/or used successfully by: Esther McCoy
Robert Vaux Junior High School, Philadelphia, PA 19121

HOW LUMBER IS USED



DITTO SHEET

Activity # 64

Subject Area: Mathematics

Grade Level: 7 to 9

Title: Whose paycheck?

BEHAVIORAL OBJECTIVES:

4.02 The students will demonstrate acquisition of basic money management skills

*Capsule Activity Description:

Students will show a command of basic skills in order to be knowledgeable about their paychecks.

ACTIVITY

1. Discuss worker and job description-- Hospital Housekeeping Worker
2. Establish types of deductions made from paycheck: taxes-city, state, federal social security, union dues, retirement
3. Workout one pay check with class
4. Have students complete two pay checks
5. Discuss lowest paychecks (entry jobs), where can entry job lead?
6. What math was needed to successfully figure our your own paycheck? What other information:

Homework: Given one paycheck and information figure our if it is correct.

RESOURCES

Community Contacts:

Payroll check of any business

Free Information:

Secure information from Social Security Office, Internal Revenue, A union, A retirement fund.

Other Resources:

*This activity has been designed and/or used successfully by Esther McCoy
Robert Vaux Junior High School, Philadelphia, PA 19121

Activity # 65

Subject Area: Math

Grade Level: 7 and 8

Title: Responsibilities of a Manager

BEHAVIORAL OBJECTIVES:

4.02 The students will demonstrate acquisition of basic money management skills.

4.03 The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description:

Have pupils learn to handle money as well as sharpen their computational skills.

The lesson will enable students to practice reading(advertisements).

ACTIVITY (one class period, 45 minutes)

Preparation for Activity: Have students bring in the food section of their local newspapers.

Essential Resources: Recent Grocery Advertisements

Activity: Place several newspaper grocery advertisements in a manila folder. To each folder clip a grocery list of items to be purchased. The sutdents use the list to purchase specified items. Instruct the students to total their lists and check their answers by using a calculator. Also have students use a specified amount of money and calculate their change.

RESOURCES

Community Contacts:

Have local store owners visit the class to discuss the purpose of advertising food items in the newspaper.

Free Information:

Have students create their own store and advertise different food items.

Other Resources:

Acquire filmstrips on advertising food products.

*This activity has been designed and/or used successfully by: Kendal Kilpatrick
Villanova University Teacher Corps Intern

Activity # 66

Subject Area: Math

Grade Level: 6 and 7

Title: Practicing Purposeful Purchasing

BEHAVORIAL OBJECTIVES:

4.02 The students demonstrate acquisition of basic money management skills.

*Capsule Activity Description:

Pupils will enhance their math skills by employing their adding and subtracting abilities.

ACTIVITY

Preparation for Activity: Prepare $700 in bills and coins, as well as, twenty assignments or one for every two students. Obtain a cash register or facsimile.

Activity: Working in pairs, students will make change according to the assignment sheet. The "sales-person" accepts money and makes change. The buyer checks the accuracy of the transaction.

ASSIGNMENT SHEET ILLUSTRATED

Cost of Items	Amount of Money	Amount of Change
.38	.75	?
$11.48	$15.00	?
.31	4.75	?
.72	1.00	?
.65	2.00	?
1.04	1.25	?

Class Discussion: How many careers or jobs can you think of where people make change? Can you name some of those jobs? (Accountant, Business Manager, Bookeeper, Food Clerk)

Alternative: Have students bring in clean, empty containers that still have the selling price marked on them. Establish and store to practice making change by adding and subtracting.

RESOURCES

Community Contacts:

Have neighborhood store owner visit class to discuss money management skills.

Free Information:

Acquire training or testing material from a large food store.

Other Resources:

Have class visit a food store during off peak hours to practice their skills with actual food items and on certified cash register.

*This activity has been designed and/or used successfully by: Kendal Kilpatrick Villanova University Teacher Corps Intern

Activity # 67

Subject Area: Math

Grade Level: Junior High

Title: Let's Solve Our Problems

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

The students will show development of an understanding of how mathematics skills are used in the job of a waiter/ waitress.

*Capsule Activity Description:

The students will solve math problems relating to the waiter's/ waitress's pay and their hours worked. Thus, the students will understand the interrelationship between education and work.

ACTIVITY

Have the students work out a pay scale for a full time or part time waiter/waitress. Give them math problems based on hours the waiter/ waitress worked and have them solve the problems. For example: The average waiter/waitress worked 20 hours a week for $4.69 an hour. How much money was his/her gross pay? Then give the students several problems where deductions were made from the gross pay and have the students solve these problems. For example: The average waiter/ waiteress worked 40 hours at $4.65 an hour. How much was his/her gross pay? The following deduction were made from the gross pay. $8.00 for health and life insurance, $9.00 for major medical insurance, and $12.00 for union dues. As a result of these deductions, what was the person's take home pay? Have the students evaluate their success at solving this type of math problems. Have the students discuss how they felt solving math problems which involved the pay scale for a waiter/waitress?

RESOURCES

Community Contacts:

Grocery stores, hardware stores and newspaper stands in the community.

Free Information:

Books, filmstrips from the free library, and cassette tapes about jobs available in the super markets.

Other Resources:

Large businesses outside of the community such as stores in center city, and in the malls

*This activity has been designed and/or used successfully by: Margaret C. Coston, Villanova Universtiy, Teacher Corps Intern.

Activity # 68

Subject Area: Math

Grade Level: Junior High School

Title: Learning About Careers

BEHAVIORAL OBJECTIVES:

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

*Capsule Activity Description:

The students will learn more about the career of an auto mechanic, speed car racer, manufacturer of auto parts, seller of auto parts, and owner of a garage by adding, subtracting, dividing, and multiplying fractions in word problems.

ACTIVITY

Discuss with the students some of the math skills needed in order to be a good auto mechanic, speed car racer,manufacturer of auto parts, a seller of auto parts, and owner of a garage by completing the following word problems:
An auto mechanic purchased 7½ feet of 13/32 inch air conditioning hose at $2.92 per foot. How much did the mechanic pay for this hose? A garage owner is allowed 14¼ hours to complete a job. The five different times he already spent working on the job are: ½ hour, 1¼ hour, 7 3/4 hours, 1 3/4 hour, and 3/4 hour. How much time remains in order for the garage owner to complete the job? A manufacturer of auto parts made 21½ auto parts in 9 3/4 hours. How many auto parts did he make per hour?
Have the student discuss importance of having good math skills in order to perform the job duties required for each of the above careers.

RESOURCES

Community Contacts:

An auto mechanic shop, a store which sells auto equipment, and a garage in the community.

Free Information:

Free material about the careers of an auto mechanic, a speed car racer, manufacturer of auto parts, from the free library, also filmstrips, and movies about the above careers.

Other Resources:

Have the students visit an auto mechanic shop, a manufacturer of auto equipment's shop, have an auto mechanic be a guest speaker in the classroom for the day, also, have as a guest speaker a manufacturer of auto parts, a garage owner, or a speed car races.

*This activity has been designed and/or used successfully by: Margaret E. Coston
Villanova University Teacher Corps, Graduate Intern

Activity # 69

Subject Area: Math

Grade Level: Junior High

Title: Down on the Farm

BEHAVIORAL OBJECTIVES:

4.03 The students will demonstrate acquisition of consumer skills.

*Capsule Activity Description:

The students will learn more about their food and where it comes from. Ask how many students have visited or ever lived on a farm. Discuss some of the foods such as vegetables that are raised on the farm. Plan a field trip to visit a farm in Lancaster, Dutch Country or New Jersey.
Discuss how the food leaves the farm and is processed at a factory. Visit the farm and have students to ask the people who work on the farm to explain how their jobs effect people getting their food in the city.

Homework Assignment: Have students to write about their field trip experience and how they felt about visiting a farm. Have students draw a map tracing their food from the farm to their city and then in the store.

RESOURCES

Community Contacts:

Lancaster County, Pennsylvania Dutch Country, farms in New Jersey, or Delaware, and Maryland.

Free Information:

Brochures about farms, pictures about farms, cassettes, filmstrips, and movies about farms in various states.

Other Resources:

Farmers as guest speakers, people who have worked on farms as guest speakers, and field trips to nearby farms.

*This activity has been designed and/or used successfully by: Margaret E. Coston, Villanove University Teacher Corps, Graduate Intern.

Activity # 70

Subject Area: Math

Grade Level: 7 and 8

Title: "The telephone directory
as a resource"

BEHAVIORAL OBJECTIVES:

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

2.14 The students will show understanding of the educational requirements needed for entry into occupations within selected career areas, and the need to plan an educational process to reach their selected career goals.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03. The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description:

Students will practice math skills by using the telephone directory.

ACTIVITY: One class period

The following exercises may be used to give students practice in using a telephone directory, as well as in solving practical math problems. Discuss the uses and differences between the white and yellow pages of the telephone directory and how to use each.

1. Have students turn to a particular page and column in a telephone directory. Instruct the students to write the numbers disregarding the hyphens. After the commas are correctly placed, have the students read the numerals aloud.

2. Instruct students to turn to a specific page and column in the telephone directory. Disregarding the hyphens, have the students total each telephone number. (i.e. 374-4321 = 3 + 7 + 4 + 4 - 3 - 2 - 1 = 24). Tell the students to write the names of the persons with the highest and lowest totals.

3. Have the students subtract the first three numbers from the last four numerals of designated telephone numbers. (i.e. 374-4321--4321 minus 374).

4. Have students multiply the individual numbers of designated telephone number. Example: 374-1111 Problem: 3 x 7 x 4 x 1 x 1 x 1 x 1 = 84
(21)(84)(84)(84)(84)(84)

5. Have students find the telephone numbers of three friends. Disregarding the hyphens, instruct the students to find the total of the three numbers.

6. Have students subtract their own telephone number from a telephone number of a friend.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

PA. Department of Education

Activity # 71

Subject Area: Math

Grade Level: 7-9

Title: Public Utilities

BEHAVIORAL OBJECTIVES:

6.01 The students will demonstrate acquired skills and good work habits in preparing for a career.

6.10 The students will identify the variety of tools, equipment, and materials that are needed in selected occupations.

7.04 The students will show recognition of the implications of working with and without supervision.

4.04 The students will display understanding between technology and the world of work.

*Capsule Activity Description:

Discussion of various jobs with public service utilities students will work problems related to the consumption of gas, electric and water.

ACTIVITY- 3 periods

A. Discuss some of the public services and possible careers with students.

1. The meter reader is a person who reads electric, gas, water, or steam consumption meteres and records the volume used by residential and commercial customers. He walks or drives a company truck over an established route and takes readings of meter dials. He inspects meters and connections for defects, damage, and unauthorized connections and indicates irregularities on a report for investigation. When finished with his route, he returns the route book to the business office for billing purposes. (D.O.T. definition)

2. The billing control clerk reviews and posts data from the meter book and marks special accounts: those with fixed demands, combined bills for more than one meter connection, and those requiring the use of constant multipliers to extend meter reading to actual consumption. He posts and dates special meter readings and estimated readings; and examines meter reading entries for irregularities, such as defective meter use or use of service without contract. He marks accounts for no bill when irregularities cannot be resolved before the billing date. (D.O.T. definition)

3. The billing clerk (or billing machine operator) prepares statements, bills, and invoices to be sent to customers, itemizing the amount customers owe, using billing machines (with or without computing devices). The clerk transcribes data from office records; calculates totals, net amounts, and discounts by addition, subtraction, and multiplication; and records computations. (D.O.T. definition)

4. Other related careers include: charge clerk, meter inspector, meter installer, meter mechanic, meter-order clerk, meter repairman, meter serviceman, and meter tester. (Students can investigate these careers for reports to the class.)

B. Have students work problems related to the consumption of gas, electric, and water.

Answers to problems are listed below:

Computing the Cost of Water

1.

No. of Gallons	Cost
1. 11,000	$ 5.50
2. 72,000	33.90
3. 82,000	38.40
4. 147,700	67.97
5. 67,600	31.92
6. 1,700	3.00 (minimum charge)

2.

Cubic Feet	Cost
1. 20,600	$57.56
2. 500	3.00 (minimum charge)
3. 167,700	339.40

3.

Cubic Feet	Cost
1. 4,000	$10.40
2. 78,400	183.54
3. 111,500	153.05

Computing the Cost of Gas

1.

Cubic Feet	Cost	Cubic Feet	Cost
1. 20	$ 2.67	5. 183	$ 14.55
2. 69	6.95	6. 411	27.93
3. 75	7.40	7. 425	28.77
4. 52	5.67		

2.

	Cubic Feet	Cost
1.	2	$ 1.25
2.	42	5.26
3.	113	11.01
4.	177	15.49
5.	457	31.24
6.	391	27.61
7.	361	51.65

Computing the Cost of Electricity

1.

	Cubic Feet	Cost
1.	26	$ 1.46
2.	102	3.66
3.	120	4.11
4.	150	4.86
5.	234	6.79
6.	487	11.85
7.	13	1.00
8.	4	1.00
9.	728	16.67
10.	858	19.27

2.

	Quantity Consumed		Amount		
	Gas	Electricity	Gas	Electricity	Total
1.	156	338	$ 12.63	$ 8.87	$ 21.50

3.

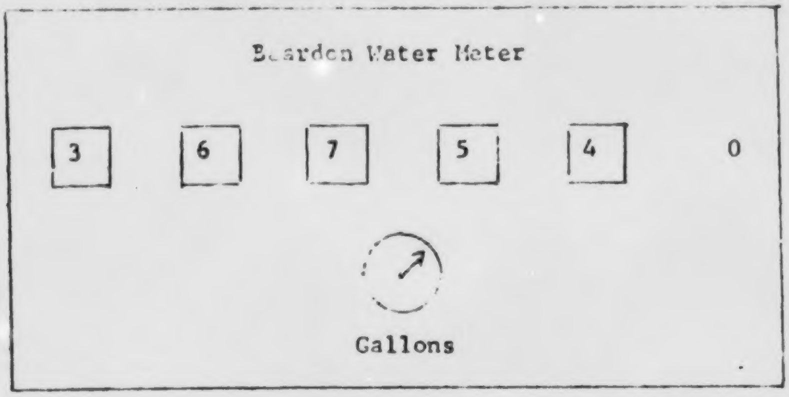
	Quantity Consumed		Amount		
	Gas	Electricity	Gas	Electricity	Total
1.	59	359	$ 6.20	$ 9.29	$ 15.49
2.	23	213	2.96	6.37	9.33
3.	457	194	30.69	5.96	36.65

Name ____________

Date Due ____________

COMPUTING THE COST OF WATER

Water is sold to the homeowner either by the gallon or by the cubic foot. If water is sold by the gallon, the meter that measures the quantity of water flowing into the house usually resembles the one shown below. The circular dial at the center of the meter measures quantities of water less than 10 gallons. This dial and the one containing the number 4 are often ignored when the meter is read by the representative from the Water Department.



Thus, the number of gallons recorded in this meter would be read as 367,500. This number alone is not sufficient to enable a clerk to compute the bill. In addition, he must have the reading that was made at the end of the previous period. If this reading was 354,700, then, by subtracting 354,700 from 367,500, the number of gallons (12,800) that were consumed during that period will be found.

Billing periods for the purchase of water are usually on a quarterly basis (every three months). A typical rate table in communities where water is purchased by the gallon resembles the following:

Water Rates
(per 1000 gallons per quarter)

1st 30,000 gallons	50 cents
All over 30,000 gallons	45 cents

Minimum charge $ 3.00

Business Transaction: In the community in which these water rates are used, a meter reading at the beginning of the quarter was 247,000. If the meter reading at the end of the quarter was 295,600, what was the amount of the water bill?

Solution: Number of Gallons Consumed = 295,600 - 247,000
= 48,600 gallons

Cost of First 30,000 gallons = 30 X $ .50
= $ 15.00

Cost of Remaining 18,600 gallons = 18.60 X $ .45
= $ 8.37

Cost of 48,600 gallons = $ 15.00 + $ 8.37
= $ 23.37

Student Problems To Be Solved:

1. Using the water-rate table above, find the bill for the water consumed during each of the following quarterly periods.

No.	Meter Reading at Beginning of Period	Meter Reading at End of Period	No. of Gallons Consumed	Cost
1	562,000	573,000		
2	293,000	365,000		
3	674,000	756,000		
4	219,500	367,200		
5	394,700	462,300		
6	438,400	440,100		

2. Using the quarterly water rates listed below for Mountainside and the meter readings on June 28 and September 29, find the cost of the water used during the third quarter by each of the three residents.

Mountainside Water Rates

First 10,000 cu. ft.	$3.00 per 1,000 cu.ft.
From 10,000 to 100,000 cu.ft.	$2.60 per 1,000 cu.ft.
Over 100,000 cu.ft.	$2.00 per 1,000 cu.ft.

Minimum Rate: $ 3.00

No.	June 28	September 29	Cubic Feet Consumed	Cost
1	375,400	395,000		
2	562,700	563,200		
3	675,300	763,000		

3. The Clear Brook Water Company charged its customers the quarterly water rates indicated below. Using that table, find the second quarter water bill if the water readings were those listed below.

CLEAR BROOK WATER CO.

Up to 6,000 cu. ft.	$ 2.60 per M. cu. ft.
Next 53,000 cu. ft.	$ 2.40 per M. cu. ft.
Next 61,000 cu. ft.	$ 2.10 per M. cu. ft.
Over 120,000 cu. ft.	$ 1.80 per M. cu. ft.

Minimum charge: $ 2.00

No.	March 23	June 20	Cubic Feet Consumed	Cost
1	637,000	641,000		
2	207,800	286,200		
3	593,100	704,600		

Name ______________________

[illegible]

Date Due ______________________

Within recent years, gas has not only been purchased as a fuel for cooking, but it has also had widespread use as a fuel for heating the home and for providing refrigeration. Therefore, it has become a major item in the cost of maintaining a home.

Like water, gas is purchased by the cubic foot. Its consumption is measured by a meter that resembles the water water. Gas is most often sold in units of 100 cubic feet. Therefore, the two zeroes are usually omitted when the flow of gas is recorded or a consumer is billed for the purchase of gas. A reading of 638,300 would simply be indicated as 6,383, implying 6,383 hundred cubic feet of gas had passed through the meter since its installation.

Consumers are billed monthly for the purchase of gas rather than quarterly as for water. A typical rate table showing the cost of gas is shown here:

CONSUMER SERVICE ELECTRIC AND GAS COMPANY

Monthly Residential Gas Rates

First 4 hundred cu. ft. or less $1 Minimum
11¢ per hundred cu. ft. for next 10 hundred cu. ft.
9.5¢ per hundred cu. ft. for next 36 hundred cu. ft.
7.5¢ per hundred cu. ft. for next 50 hundred cu. ft.
6¢ per hundred cu. ft. in excess of 100 hundred cu. ft.

Business Transaction: Gas-meter readings on February 24 and March 25 were 3,672 and 3,754 respectively. If the rates in the preceding table are used, what is the cost of gas for this period?

Solution: It is important to remember that readings are recorded in hundreds of cubic feet. Hence, 3,672 means 3,672 hundred cubic feet.

No. of Hundreds of cu. ft. consumed = 3,754 - 3,672 = 82

Cost of First 4 hundred cu. ft. = $ 1.00

Cost of Next 10 hundred cu. ft. = 1.10 (10 X 11¢)

Cost of Next 36 hundred cu. ft. = 3.42 (36 X 9.5¢)

Cost of Last 32 hundred cu. ft. = 2.40 (32 X 7.5¢)

TOTAL COST OF 82 hundred cu. ft. = $ 7.92

In computing the cost of gas, as in this example, it is advisable to keep a tally of the number of cubic feet of gas the cost of which is being found at each step. Thus.

82 Total
- 4 for $1.00
78 Remaining
- 10 @ 11¢
68 Remaining
- 36 @ 9.5¢
32 Remaining
- 32 @ 7.5¢
0 Remaining

Student Problems to be Solved:

1. Using the Consumer Service Electric and Gas Company rates on the previous page, determine the monthly gas bill for each of the following purchases:

No.	Meter Reading at Beginning of Period	Meter Reading at End of Period	Cubic Feet Consumed	Cost
1	492	512		
2	357	426		
3	462	537		
4	2,380	2,432		
5	1,653	1,841		
6	3,425	3,836		
7	5,682	6,107		

2. In the area that it serves, the Central States Gas Company is permitted to charge the following monthly rates:

First 600 cu. ft. or less	$1.25
Next 1,500 cu. ft.	12¢ per 100 cu. ft.
Next 2,400 cu. ft.	10.5¢ per 100 cu. ft.
Next 4,500 cu. ft.	8.5¢ per 100 cu. ft.
Next 11,000 cu. ft.	7 ¢ per 100 cu. ft.
Next 30,000 cu. ft.	5½¢ per 100 cu. ft.
Over 50,000 cu. ft.	5¢ per 100 cu. ft.

athematics - Public Utilities (Cont'd.)

Find the cost of gas to each of the following consumers for the monthly period listed.

No.	Meter Reading at Beginning of Period	Meter Reading at End of Period	Cubic Feet Consumed	Cost
1	568	570		
2	394	436		
3	1,272	1,385		
4	2,609	2,786		
5	4,905	5,362		
6	6,957	7,348		
7	3,006	3,867		

Name ____________________

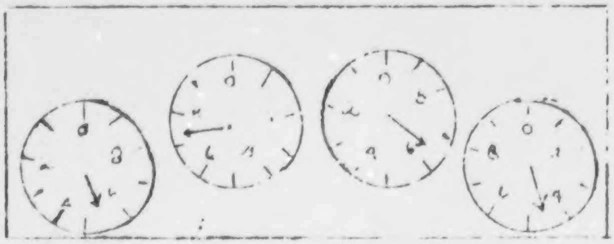
COMPUTING THE COST OF ELECTRICITY

Date Due ____________________

Gas and electricity are often purchased from the same company. For a number of reasons, including the desire to avoid the laying of an excessive number of electric wires or gas pipes, a community will grant a single company a monopoly on the sale of gas and electricity in its area. The company may also provide the community with service in the form of street lighting in return for the monopoly privilege.

Like gas, the consumption of electricity is recorded on a meter, and the consumer is billed monthly for the quantity that he used. The unit of electricity purchased is called a kilowatt-hour (abbreviated KWH). You are probably familiar with the fact that electric light bulbs in your home are marked 25 watts, 40 watts, 60 watts, 100 watts, or other values. If a 1-watt bulb burned for 1,000 hours, it would consume 1,000 watt-hours of electricity, or 1 kilowatt-hour of electricity. Thus, 1,000 watt-hours of electricity and 1 kilowatt-hour have the same value and meaning. Similarly, if the 100-watt bulb in your home burned for 10 hours, it would consume 1,000 watt-hours of electricity (100 X 10 = 1,000), or 1 kilowatt-hour.

Electric meters that record the flow of electricity are similar to the illustration below. The dials indicate that 5,764 KWH of electricity have passed through this meter since its installation. Rate tables showing the cost of electricity are also shown below.



CONSUMER SERVICE ELECTRIC AND GAS COMPANY

Monthly Residential Electric Rates

First 14 KWH or less	$ 1 Minimum
3.8¢ per KWH for next 26 KWH	
2.7¢ per KWH for next 60 KWH	
2.5¢ per KWH for next 100 KWH	
2.0¢ per KWH in excess of 200 KWH	

169

Business Transaction: Electric-meter readings on January 31 and March 1 were 9,652 and 9,792, respectively. If the rates in the table on the previous page are used, what is the cost of electricity for this period?

Solution: Number of KWH Consumed = 9,792 - 9,652 = 140 KWH

Cost of First 14 KWH	=	$ 1.00	
Cost of Next 26 KWH	+	.988	(26 X 3.8¢)
Cost of Next 60 KWH	=	1.620	(60 X 2.7¢)
Cost of Remaining 40 KWH	=	1.000	(40 X 2.5¢)
TOTAL COST of 140 KWH	=	$ 4.608 or $ 4.61	

As in computation of the cost of gas, a tally should be kept as the amount is determined:

140	Total
- 14	for $ 1.00
126	Remaining
- 26	@ 3.8¢
100	Remaining
- 60	@ 2.7¢
40	Remaining
- 40	@ 2.5¢
0	Remaining

Student Problems To Be Solved:

1. Using the Consumer Service Electric and Gas Company rate table on the previous page, determine the monthly electric bill for each of the following purchasers.

No.	Meter Reading at Beginning of Period	Meter Reading at End of Period	Number of KWH Consumed	Cost
1	259	285		
2	4,502	4,604		
3	498	618		
4	1,892	2,042		
5	3,561	3,795		
6	5,374	5,861		
7	6,287	6,300		
8	1,276	1,280		
9	3,063	3,791		
10	7,004	7,862		

2. Using the electric rates included in this exercise and the Consumer Service Electric and Gas Company gas rates included in the "Computing the Cost of Gas" lesson, complete the following bill.

CONSUMER SERVICE ELECTRIC AND GAS COMPANY				
Date	Meter Reading & Use		Charge for Service	
	Gas	Electricity	Description	Amount
Sept 2	2692	1,690	Gas	$
Aug. 3	2536	1,352	Electric	$
Quantity Consumed			TOTAL	$

3. Using the three examples listed below, complete and fill in the bills for each of the consumers:

No.	Date of Meter Reading	Gas Readings	Electric Readings
1	Oct. 29 Sept. 27	2,753 2,694	2,047 1,688
2	Jan. 12 Dec. 13	514 491	4,706 4,493
3	Mar. 1 Jan. 31	2,221 1,764	9,786 9,592

CONSUMER SERVICE ELECTRIC AND GAS COMPANY				
Date	Meter Reading & Use		Charge for Service	
	Gas	Electricity	Description	Amount
			Gas	$
			Electric	$
Quantity Consumed			TOTAL	$

CONSUMER SERVICE ELECTRIC AND GAS COMPANY

Date	Meter Reading & Use		Charge for Service	
	Gas	Electricity	Description	Amount
			Gas	$
			Electricity	$
Quantity Consumed			TOTAL	$

CONSUMER SERVICE ELECTRIC AND GAS COMPANY

Date	Meter Reading & Use		Charge for Service	
	Gas	Electricity	Description	Amount
			Gas	$
			Electricity	$
Quantity Consumed			TOTAL	$

Resources:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Toledo Public Schools, Toledo, Ohio, 1974

Activity # 72

Subject Area: Math

Grade Level: 7th and 8th

Title: Building a house

BEHAVIORAL OBJECTIVES:

3:25 The students will review the performance requirements for various jobs

*Capsule Activity Description:

Students will develop their skills in multiplication of decimal fractions by doing word problems related to carpentry.

ACTIVITY

1. Students will practice math skills by working with word problems related to the buliding careers.
2. The teacher will pass our "Problem word work sheets".
3. Teacher should read first problem our loud to see if all students understand just what is expected of class.
4. Examples are on attached sheet.
5. Before starting word problems have class do the ten review problems on the first sheet.
6. At the end of period if time permits, start a general discussion as to why math is important to the carpenter at the construction site.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/ or used successfully by: Adolphus Lewis, Jr
Robert Vaux Junior High
Philadelphia, PA

Unit 12 MULTIPLICATION OF DECIMAL FRACTIONS

BASIC PRINCIPLES OF MULTIPLICATION

- Study unit 15 in *Basic Mathematics Simplified* for the principles of multiplication as applied to decimal fractions.
- Study the multiplication of denominate numbers in section I of the appendix.
- Apply the principles of multiplication of decimal fractions to the carpentry field b solving the review problems which follow.

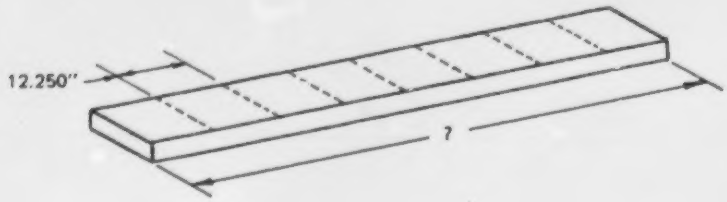
REVIEW PROBLEMS

1. Multiply 1.75 m by 2.95.
2. Multiply 6.29 inches by 4.99.
3. Multiply 2.357 g by 2.57.
4. Multiply 3.57 yards by 5.52.
5. Multiply 87.69 by 25.30.
6. 0.0389 x 0.0056
7. 0.947 x 0.004 feet
8. 76.9 x 38.2 mm
9. 4.76 x 9.83
10. 1 000 x 0.365 mL
11. A builder drives 18.4 miles round trip to and from a house under construction. If 117 days are spent working on this house, what is the total mileage?
12. A worker must reglaze 27 windows for a hen house. Each window contains six panes of glass. If each pane requires eight points, how many glazing points are needed?
13. Find the weight of 534 square feet of 1/8-inch asphalt tile if the average weight per square foot is 1.2 pounds.
14. What is the weight of 752 square feet of 1/8-inch vinyl asbestos tile if the average weight per square foot is 1.29 pounds?
15. The weight of 1/4-inch plywood is 0.79 pounds per square foot. What is the weight of 1,125 square feet?

16. Determine the weight of a 4′ x 5′ pane of 3/16-inch plate glass if the weight per square foot is 1.7 pounds. __________

17. If one square foot of wall requires 6.25 firebricks, find the approximate number needed for 33 square feet. __________

18. A board is divided into 8 equal segments. If each segment is 12.250 inches long, what is the total length, in inches, of the board?



____

9. Laying shingles 6 inches to the weather on an irregular roof is estimated to take 2.6 hours per square. How long will it take to lay 14.4 squares? __________

20. The material needed for the floor of a deck is estimated to be 81.9 board feet, at a cost of $0.65 per board foot. What is the total cost of the material? __________

21. The fitting of a casement sash of a certain size takes an average of 0.375 hour. How many hours will it take to fit 26 sashes? __________

22. A carpenter can lay 100 square feet of deadening felt over a subfloor in 0.4 of an hour. How much time does it take to lay 55.25 squares? (One square = 100 square feet.) __________

23. Determine the total weight of 75 cartons of hardwood block flooring if one carton weighs 26.5 pounds. __________

Activity # 73

Subject Area: Physical Education

Grade Level: 7-8

Title:

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.04 The students will demonstrate their understanding of the need for continuing education in a changing world.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.25 The students will review the performance requirements for various jobs.

*Capsule Activity Description:

Students will become more aware of physical requirements of certain careers through running an obstacle course in physical education.

ACTIVITY

1. P.E. instructor sets up a group of agility tests.
2. Establish a scoring system for total point score.
3. Each student runs the course.
4. At each obstacle each student contributes to making a collage of different occupations where the physical requirement may be useful.
5. In summary, students will list why, and to what extent physical conditioning is important in a given career.

RESOURCES

Community Contacts:

Invite local tradesperson (bricklayer,painter, etc), or classroom teacher, or local businessman/businesswoman to discuss the importance of physical conditioning in their job. How does this relate to "mental conditioning"?

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

Angelo Llapis, Career Education Specialist, Bristol Board of Education,
Bristol, CT 06010

Activity: 74

Subject Area: Physical Education/English

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

2.10 The students will identify skills acquired in school that are relevant to selected occupations.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

*Capsule Activity Description

The students will list those attitudes, values, and personal characteristics that would be beneficial in seeking a career as a professional athlete.

ACTIVITY

The class will listen to guest speakers and research the lives of professional athletes.

The students interview professional or college athletes living in their community and ascertain those qualities that lead to success in a sports career.

Each student reads a biography of a sports figure and lists the qualities possessed by that person. The class compares the qualities of the different sports figures and determines which qualities seem common to most athletes.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Speakers
Library materials

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*This activity has been designed and/or used successfully by: California State Department of Education, Sacramento, CA 1977. Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelv .

Activity: 75

Subject Area: Physical Education

Grade Level: Intermediate or High School

Title:

BEHAVIORAL OBJECTIVES:

8.07 The students will exercise creativity in approaching leasire activities.

8.09 The students will explore leisure-time experiences and how they contribute to self-satisfaction and enjoyment.

*Capsule Activity Description

The students will be able to describe recreational activities they would like to pursue in their leisure time.

ACTIVITY

The students will discuss their interests in recreation and make a list of recreational activities.

After participating in several recreational activities, the students rank the activities that appealed to them most and the activities that appealed to them least. They then describe in one-page essays the activities they likely would pursue as adults.

The teacher evaluates the essays, and the students evaluate themselves.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Regular physical education equipment
Films
Field Trips

*This activity has been designed and/or used successfully by:
California State Department of Education, Sacramento, CA 1977.
Implementing Career Education Instructional Strategies Guide for Kindergarten through Grade Twelve.

Activity # 76

Subject Area: Power Technology

Grade Level: Junior High

Title: About Me

BEHAVIORAL OBJECTIVES:

1.04 The students will give evidence of the development of a positive self-image.

1.06 The students will display the understanding that each student is unique and special.

*Capsule Activity Description:

To learn more about each child. The information we get about the child provides us with the knowledge for individualization and differentiation of the school program.

ACTIVITY:

Distribute a worksheet to every child. Explain that the activity for this day is to write a story based on the incomplete phrase (About Me). Have a child read the phrase and make sure each child will be writing from his own experience and imagination. Tell the children that if anyone has difficulty in spelling a word, to raise his hand and you will write it on the chalkboard. Allow sufficient time for all stories to be written. If time permits, some of the children could read their stories to the class.

RESOURCES:

Community Contacts:

Free Information:

Other resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

Activity # 77

Subject Area: Power Technology

Grade Level: Junior High

Title: Role Playing Interview

BEHAVIORAL OBJECTIVES:

8.01 The students will show development of positive attitudes toward employment.

*Capsule Activity Description:

To discover, through the means of a questionnaire, the child's level of aspiration, and how he views himself. And how his perception of what he may see may block his aspiration.

ACTIVITY:

1. On the chalkboard write the following word:

   An Interview Why? When?

2. Give brief description of the plan for this lesson.
3. Tell students about completing questionnaire and then use the questionnaire as a basis for role playing an employment interview.
4. They should be aware that the interview will be taped and that they will be able to hear a play-back for evaluation of speech patterns.
5. Start out by asking the pupils to suggest a definition of the word interview. The children may respond by saying: "An interview is asking questions and giving answers." From the definition you can proceed to the question, "When would an interview be held? Examples of responses:

   a. When a person comes to your house asking directions.
   b. When you go to a new shcool
   c. T.V. programs.

   Why?

6. Tell students the differences between an interview and a conversation. The children should understand that an interview involves the seeking of information, there is a definite purpose, it is a meeting of persons face-to-face whereas a conversation is an informal exchange of words.

7. Distribute the worksheets and explain that a questionnaire must be completed when going for an employment interview.

8. The next step is to role play an interview. Use the questionnaire as a basis for the questions to be asked. Have a child be an employer and another be an applicant for the job.

9. Collect the worksheets, and , with the children, evaluate individual performances during the interviews.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Ronald Thomas
Vaux Jr. High
Phila. PA.

Activity # 78

Subject Area: Power Technology

Grade Level: Junior High

Title: The Activity Cycle

BEHAVIORAL OBJECTIVES:

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

*Capsule Activity Description:

The students will show increased proficiency in the safe use of tools, equipment, and materials needed to perform various tasks.

The students will perform different activities related to the world of Power Technology. Each student will be working by himself.

ACTIVITY

Have the students read the activity sheet for the area he will be working with. Have students go to their work areas. The students will work at their own speed and level of abilities. Teacher should give help to students that have problems or questions about their activities.

When students have completed the activities, the students should complete the questions at the end of activities. These questions include listing three careers related to the activities

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

Activity # 79

Subject Area: Power Technology

Grade Level: Junior High

Title: How to Use The Hammer.

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to: If given a hammer and nail,hammer the nail into the wood with the least amount of effort.

This lesson will deal with how to hold the hammer to hammer a nail.

ACTIVITY

I. Safety code applies

  A. Glasses (safety)
  B. Sleeves rolled up

II. Presentation

  A. Name various hammers from last lesson

    1. ball pen
    2. tack hammer
    3. masson hammer
    4. claw hammer (curved) using for lesson

Have a student hold and swing hammer. Teacher check for choke-up and non-planar alignment. Students will be observed and graded on holding wrist stiff and holding the hammer by the end. Students will name three careers that use a hammer to perform his duties.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

Activity # 80

Subject Area: Power Technology

Grade Level: Junior High

Title: What Is Subject Selection?

BEHAVIORAL OBJECTIVES:

5:02 The students will demonstrate their understanding that decision making-involves responsible action.

5.09 The students will demonstrate their ability to use decision-making strategies and skills.

5.10 The students will experience the setting of individual goals.

5.11 The students will show that they have learned that one's interests can be used to plan and make decisions.

*Capsule Activity Description:

The aim of this lesson is to prepare the child for the decision-making process.

ACTIVITY

1. Begin by getting a response to the question, "What is a plan?"

2. The children's definitions, collectively, define the word plan. From these definitions you can enlarge and expand by suggesting synonyms which will help the children enlarge their own concepts. This should be done after each pupil response. For example, "When you go somewhere", you are making plans for the future; you are planning a visit, you are arranging a plan, your plan has a purpose, it is a design for doing something beforehand. Through such a discussion the children are prepared for the completion of the worksheet in today's lesson.

3. Distribute the worksheet and give instructions for completing the form.

    a. Fill in name
    b. Section
    c. Plan
    d. Name of school

190

After completing the above items, the various subjects (plans) in junior high school are defined. The emphasis here is on the fact that there is a plan - that early planning beforehand is helpful in knowing what the school offers that will help the child in his career development. Through his help, the child can begin to relate the plan that has meaning to his specific interest. After a review of the several plans, each child writes in his projected plan at the top of the worksheet. This worksheet becomes a part of the child's guidance notebook.

RESOURCES:

Community Contacts:

None

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Philadelphia, PA

191

Activity # 81

Subject Area: Power Technology

Grade Level: Junior High

Title: The Small Engine

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to: Demonstrate his ability to identify the components and label the functions of the small engine dynomometer.

This lesson will deal with procedures necessary to operate the small engine dynomometer, and identify its components.

ACTIVITY

Ask students questions concerning points that were covered during information lesson.

1. Where is the load control located?
2. Where is the throttle control located?
3. Where is the load gauge located?
4. Where is the tachometer located?
5. What does the load control do .
6. Where is the water connection located?
7. What does the throttle control do?
8. What does the load gauge read, and in what units of measurements?
9. What do the water connections do?
10. What does the tachometer read, and in what units of measurements?
11. What are the operating procedures?

Have the students complete the activity sequence for the small engine. The students should complete the questions at the end of activites. These questions include listing three careers related to the activities.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

Activity 82

Subject Area: Power Technology

Grade Level: Jr. High

Title: The Two Stroke Engine

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to: Explain the operation of the two-stroke engine.

This discussion will deal with the reciprocating tow-stroke internal combustion engine.

ACTIVITY

1. Arrange group
2. Secure two-stroke engine model
3. Announce title
4. Explain the behavioral objectives
5. Explain (review)
    a. internal combustion
    b. reciprocating
    c. two-stroke
    d. exhaust part
    e. carbureto inlet part
    f. crank case
    g. inlet part (transfer)
    h. cylinder
    i. spark plug

6. Go over two-stroke cycle using model
7. The students will repeat the demonstration. He will be graded on his remembrance of the operation of the two-stroke engine.
8. Have students name three machines that would use a two-stroke engine and the related careers.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

195

Activity # 83

Subject Area: Power Technology

Grade Level: Junior High

Title: How to Calculate Horsepower

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquire skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to:

This lesson will deal with procedures necessary to calculate horsepower of a four stroke engine.

Calculate horsepower of a four stroke engine given the formula by using a dyonomometer with teh R.P.M. and the torque readings.

ACTIVITY

Students will observe calculation of sample problems and participate.

1. By answering questions.
    a. How do you find the horsepower of an engine?
2. By solving problems on calculating horsepower.

Students will solve problems on attached handouts. Teacher will give help when needed. Students will name three careers that would be interested in calculating horsepower and why.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

197

Activity 84

Subject Area: Power Technology

Grade Level: Junior High

Title: The intake and exhause valves

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to: Given a small 4-stroke engine and a feeler gauges check the valves setting within .002 of an inch.

Review: Valves setting are very critical for smooth running at low speeds. It prevents the valves from flowing at high speeds and helps cool the valves.

ACTIVITY

1. Arrange the group
2. Secure 4-stroke model and feeler gauge
3. Secure picture of the feeler gauge
4. Announce Title
5. Explain behavioral objective
6. Explain
   a. Lash
   b. Overlap
7. Steps
   a. Let engine warm up for 10 minutes
   b. Remove the valve cover plates
   c. Use feeler gauge to check the clearance between the valve stem and the rocker arm. Use the manufacturer's specs.

8. Questions

    a. When do you think you would check the intake valve? Top of compression stroke
    b. When do you think you would check the exhaust valve? Bottom of intake stroke
    c. Why check engine when it is hot? Cold engine won't give true reading

9. Go over picture of feeler gauge

10. Safety

    a. Sleeves up
    b. Safety glasses on
    c. Apron
    d. Be careful hot engine

11. Let students go to work

12. Teacher check while observing students for correct setting within .002 of an inch

13. Have students list three careers that would do this type of valves checking

RESOURCES:

Community Contacts:

Free Information:

Other resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

Activity # 85

Subject Area: Power Technology

Grade Level: Junior HIgh

Title: The Meters

BEHAVIORAL OBJECTIVES:

6.08 The students will refine problem-solving skills by using them and experimenting with them.

6.09 The students will show safe use of simple tools, equipment, and materials in the classroom.

7.09 The students will demonstrate acquired skills, good work habits, and basic attitudes needed for success in maintaining a career.

*Capsule Activity Description:

At the completion of this presentation the learner will be able to: If given a tool for measuring a meter, measure an object to its nearest meter.

ACTIVITY

1. Have students read handout on meters.
2. Go over handout with class
3. Give out string to be used in activity.
4. Have students complete activities on handout.
5. Have students name three careers that would use meters in their work.

RESOURCES:

Community Contacts:

None

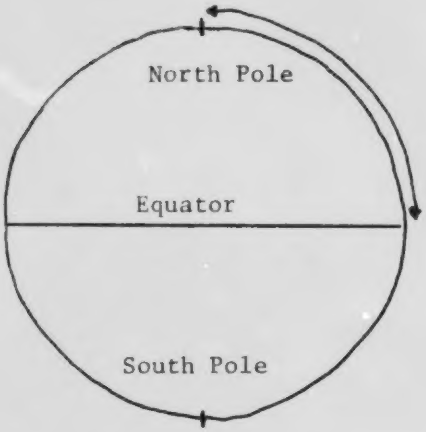
Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Ronald Thomas
Vaux Jr. High
Phila. PA

METERS

The Metric is the system for measuring that is used in nearly all countries. When scientists first set up the system, they measured the Earth from the North Pole to the Equator and divided the distance by 10,000,000 to get the unit of measurement which they named a meter.



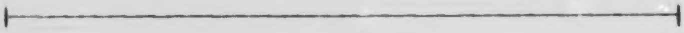
The meter is 1/10,000,000 of the distance from the North Pole to the Equator.

How many meters from the Equator to the South Pole?

____

What is a meter? It is a unit used to measure length.

Making a meter: Take a string and keep putting it over the line shown below so that you have a piece of string ten (10) times as long as the line. This longer string is one meter in length.



Now use your meter to measure things about you to the nearest meter. Write the symbol for the word meter as a small m, without a period, after the measurement like this: 2 meters = 2m

1. How many meters tall are you? ______________________________
2. How many meters long and wide is your classroom? ______________
3. How long and wide is your chalkboard? _________________________
4. How long and wide is your bulletin board? ____________________
5. How long is your school's hallway? ___________________________

Make up two exercises of your own and find the answer.

Activity # 86

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: "Opening Windows on the World of Work"

BEHAVIORAL OBJECTIVES:

3.01: The pupils will display an acquisition of vocabulary for describing the world of work.

*Capsule Activity Description:

Students learn to identify various jobs or careers through the making of a large classroom collage: "The World of Work".

This is to be an ongoing activity after the initial demonstration; it can be done at home, with parental assistance as well as at school with teacher involvement. When the collage has been completed, it can be placed on a hall bullentin board for all to see.

ACTIVITY

Student preparation: Have students bring a magizine from which they can cut pictures of people involved in various types of work.

Teacher preparation: Make a large poster-board (round figure with longitude and latitude lines marked with black "magic marker") work. See Fig. #1.

Materials needed: Scissors for each student, paste, glue or rubber cement, magazines, colored yarn, 3" by 5" cards, construction paper for individual folders.

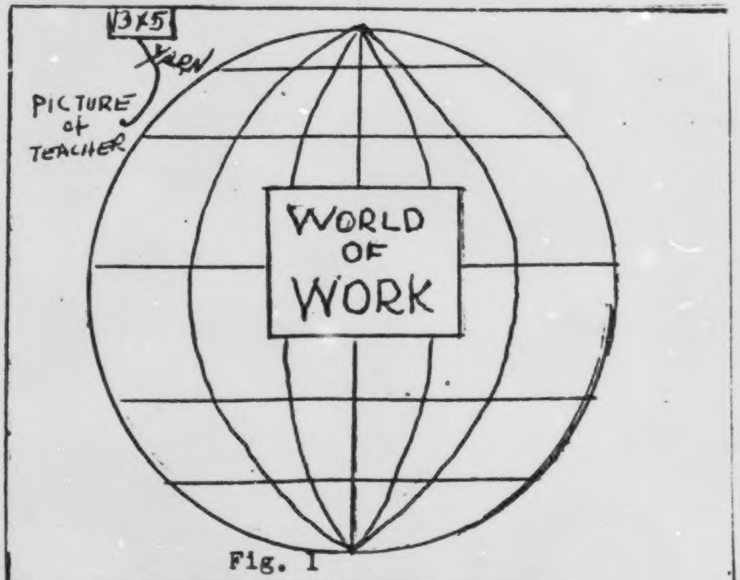


Fig. I

TEACHER DEMONSTRATION:

"Who Am I"?

I work with chilren.
I help them to read and write and talk well.
I must go to high school and college to learn how to teach young people.
My work is called a public service career or occupation.

"Who Am I"?

Then, show picture of teacher when students have guessed the job, and place teacher picture on poster, "The World of Work". Card: Teacher Public Service placed on the side with yarn streched from picture.

RESOURCES:

Community Contacts:

Parents, Teachers, Neighbors of students

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Junior High School, Philadelphia, PA 19121

Activity 87

Subject Area: READING/LANGUAGE ARTS

Grade Level: JUNIOR HIGH SCHOOL

Title: CONSUMER AND HOMEMAKING CAREERS

BEHAVIORAL OBJECTIVES:

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description

A motivational discussion will precede the reading of "Popeye and Consumer and Homemaking Careers."

ACTIVITY 2 class periods required - more for the completion of class projects

Vocabulary preparation: The following words used in book will be written on the board and their pronunciation and meaning gone over prior to reading:

consumer, nutrition, economics, pattern, fabric, textile, interior, maintenance, furnishing, fixtures.

Motivational Discussion: Points to be covered:

1. What activities and chores do you do to help other (and yourself) in your home or where you live? Which do you like the most, which the least? Why?

2. How have you - or how could you - make the place you live more comfortable or attractive?

*The concern here is not with correct answers as such, but rather, to get students to establish the limits of their knowledge.

Read the booklet - "Popeye and Consumer and Homemaking Careers" - in pairs.

List the 26 careers involved in consumer and homemaking discussed in the booklet.

Place an * beside those careers that appeal to you most.

Enlist the aid of the class home economics, shop clothing teachers to assist class in completion of the following tasks: (as a class project)

1. Plan a meal. Consult cookbooks to choose course, check out their nutritional balance, do the shopping to buy everything needed at

the best possible prices.

2. Go to a fabric store to select one or more pieces of goods whose color and design or texture appeal to you. Buy enough goods to take home and make something with them. Suggestions: a belt, tie, container, a wall decoration or cover. Ask sewing teacher for suggestions:

3. Determine which small repairs you can learn to make on the electrical appliances in your home. Learn how to make them, where to get the parts you need, what safety precautions need be taken.

RESOURCES Plan for sharing of group or individual reports on these projects with class.

Community Contacts:

Foods and Clothing teachers who have the class = Home Economics

Shop teachers who have class - Industrial Arts

Free Information:

From stores where purchases are made for projects - booklets, leaflets etc.

Other Resources:

King Features Career Awareness Program, "Popeye and Consumer and Homemaking Careers." 235 East 45th St. N.Y.C. 10017

*This activity has been designed and/or used successfully by:
Jean H. Lewis
Vaux Junior High School
Philadelphia, PA. 19121

Activity # 88

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: "Who Am I"?

BEHAVIORAL OBJECTIVES

3.02: The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Students will share their new career information based on their homework assignment. There will be three groups of reporters: 1. definitions of job, occupation, and career/sentences for each; 2. occupation of people I know; 3. "Who Am I"?/guessing game based on pictures of workers found in magazines.

ACTIVITY -- Several class periods required

Volunteer reporters listed on board by teacher under three headings:

1. definitions and sentences
2. occupations of people I know
3. "Who Am I"?

Review procedure for oral report-sharing: audience will show respect; listen attentively; be prepared to grade classmates on posture, voice quality and content.

Teacher becomes member of the audience and directs the grading: A, B, C, etc. by a "show of hands" of audience after each reporter has concluded.

Conclusions: Students will be directed to begin arriving at some conclusions at the end of each day's session of reports. Hopefully, they should understand the relationship among the three work definitions; the variety and difficulty of skills required among the different occupations reported on; and become more skillful in writing short job descriptions--the "Who Am I"?

Introduce the idea of the class making a "World of Work" collage. Discuss what knowledge or experience the class has had with making a collage. Explain how all the materials will be used. Then, allow class time to locate/draw a picture of a person working, cut out, and place in their individual "Career Folders".

Q. What type of worker were you able to find? Discuss answers and list on board.

208

Q. How do you know? Dress? Tools? Reading about the picture? List under titles.

Q. Have we listed any workers that you are interested in? Discuss

Q. Can we begin to see a relationship between workers and the jobs they do? Discuss.

ASSIGNMENT:

1. Continue to build picture folders of workers.
2. Talk to members of family, friends, neighbors about the work they do. Complete this activity:
   OCCUPATIONS OF PEOPLE I KNOW (List ten people you know and tell the work they do)
3. Write a definition for job, occupation and career.
   Use your dictionary to help you.
   Write a good sentence for each word.

RESOURCES

Community Contacts:

Parents, teachers, neighbors

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Junior High School, Philadelphia, PA 19121

Activity 89

Subject Area: Reading/Language Arts

Grade Level: Junior High

Title: Business & Office Careers

BEHAVIORAL OBJECTIVES:

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

A motivational discussion will precede the reading of "Popeye and Business and Office Careers".

ACTIVITY (2 class periods required)

Vocabulary preparation: The following words used in booklet will be written on the board and their pronunciation and meaning gone over prior to reading:

executive, dictation, calculation, manipulate, documents, computer, correspondence, console, data processing, financial.

Motivational Discussion: Points to be covered:

1. How good are you at organizing, storing, and finding written information that you keep for future reference? How could you improve your system?
2. How good are you at organizing and scheduling your time? Have you ever worked out a plan for this that was successful? What made it successful?

*The concern here is not with correct answers as such, but rather, to get students to establish the limits of their knowledge.

Read the booklet - a King Features comic-book format booklet, "Popeye and Business and Office Careers" - in pairs.

List the 22 careers involved in business and office careers discussed in the book.

Place an * beside those careers that appeal to you most.

Select one of this activities and report your progress to the teacher for scheduling of presentation:

1. Examine some routine that you perform daily, weekly, or monthly. Figure out a plan for doing it better, faster, easier. Suggested activities are straightening your room, delivering papers, and doing homework.

2. Arrange for a small group of classmates to visit the office of a business in your neighborhood. Suggestions for our school neighborhood - Newgood's Wholesale Grocery, Acme Warehouse, Garden Cash and Carry Wholesale Groceries. Observe the different types of equipment and materials being used. Other suggestions: a hotle, an insurance company, a manufacturing company, and an airport.

3. Arrange through parents, friends or teachers, to observe the operation of a computer and talk with the people who sue it or service it. Find out how they are trained for their jobs, how they got them, and what other jobs they might like to do.

RESOURCES

Community Contacts:

Parents
Friends
Home and School Coordinator
Teachers - typing and computer teachers especially

Free Information:

Gather literature from companies visited.

Other Resources:

King Features Career Awareness Program,"Popeye and Business and Office Careers." 235 East 45th St. N.Y.C. 10017

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Jr. High School
Philadelphia, PA
19119

Activity 90

Subject Area: Reading/Language Arts

Grade Level: Junior High

Title: "Career Clusters"

BEHAVIORAL OBJECTIVES:

3.12 The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

*Capsule Activity Description:

Students will begin grouping occupations and careers already identified through their parent/family/friend/neighbor interviews under the fifteen career categories established by the U.S. Department of Health, Education, and Welfare.

The "Who Am I?" - job descriptions and the continuing to evolve "World of Work" collage - will assist them in this decision-making activity.

ACTIVITY (Several class periods required)

Materials needed: "Career Folders" - containing the on-going collectio of picutres/drawings of workers not yet placed on "collage"; notes taken on classmates' "Who Am I?" reports; and their individual "Occupations of People I Know: activity.

Teacher Preparation: Duplicated sheet of 15 large blocks - 5 across and 3 down containing the titles of the various career clusters:

1. BUSINESS & OFFICE CAREERS
2. MARKETING AND DISTRIBUTION CAREERS
3. MANUFACTURING CAREERS
4. PERSONAL SERVICE CAREERS
5. ENVIRONMENTAL CAREERS
6. MARINE SCIENCE CAREERS
7. COMMUNICATIONS AND MEDIA CAREERS
8. HEALTH CAREERS
9. AGRI-BUSINESS - NATURAL RESOURCES CAREERS
10. CONSUMER AND HOMEMAKING
11. PUBLIC SERVICE CAREERS
12. CONSTRUCTION CAREERS
13. FINE ARTS AND HUMANITIES CAREERS
14. TRANSPORTATION CAREERS
15. HOSPITALITY & RECREATION CAREERS

See Fig. 1 on p. 3

Students are asked to read the Career Clusters silently to iron out difficulties in pronunciation and then called on upon volunteering to read aloud. Others may challenge a pronunciaiton by raising their hands. The class will hear volunteer and challenger and decide upon correct response; i.e. "How many believe that Kesia is correct? "Hands. "How many think Ronell is correct?" etc. The same procedure can be used with the meanings of these Career Clusters. All will underline those words that cause difficulty in either pronunciation or meaning.

All underlined words will be discussed briefly, with teacher leading students to discover meanings.

Example: "We have already learned that a teacher performs a public service in teaching pupils. The job is called a public service because the teacher serves the people. A barber performs a service also, but his service is performed on the person - "personal" meaning pertaining to (-al) the person."

Q. Can you think of other work which services many people? Answers on board.

Q. How different do you think your life would be if they did not perform their jobs? Discuss.

Q. Which of the two areas, public or personal services would the work of a hairdresser be placed? Discuss answers.

Q. Have you ever done a personal service for someone? Discuss answers.

Now, let's see if we can place the occupations of five people we interviewed in their proper Career Cluster. Write the occupation in the block you think it belongs. Then, each person will have an opportunity to tell about his/her choices and why.

RESOURCES

Community Contacts:

Family
Neighbors
Teachers

Free Information:

U.S. Dept. HEW

Other Resources:

King Comic Series for Career Education - King Features, New York, N.Y. "Teacher's Manual"

BUSINESS + OFFICE	PERSONAL SERVICE	COMMUNICATIONS + MEDIA	CONSUMER AND HOMEMAKING	FINE ARTS AND HUMANITIES
MARKETING AND DISTRIBUTION	ENVIRONMENTAL	HEALTH	PUBLIC SERVICE	TRANSPORTATION
MANUFACTURING	MARINE SCIENCE	AGRI-BUSINESS-NATURAL RESOURCES	CONSTRUCTION	HOSPITALITY + RECREATION

Fig. 1

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Jr. High School
Philadelphia, PA
19119

Activity # 91

Subject Area: Reading

Grade Level: 8

Title: Who Will Hire You?

BEHAVIORAL OBJECTIVES:

1.11 The students will demonstrate an understanding between their self-image and goals they set.

*Capsule Activity Description: 2 classes

Four students will role play the effects of appropriate and inappropriate dress when going to an interview.

ACTIVITY

1. Word study - Define and use in context
   a. impression
   b. self
   c. image

2. Discuss what is meant by first impressions. Using pictures of extreme dress (good and bad) discuss first impression the student gets when looking at the person in the picture.

   Who looks like they have a positive or negative self-image

3. Four students will role play the effects of inappropriate/ appropriate dress for male/female- when going for an interview. As skit is performed students are to write down their first impressions of these people looking for a job. Write down whether they would hire any of these role models. Why or why not?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Materials: Magazines, Pictures, Clothes for mock interview

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 92

Subject Area: Reading

Grade Level: 8

Title: The Way We Were -
Then and Now

BEHAVIORAL OBJECTIVES:

1.03 The student will display awareness that development of self is constantly changing.

*Capsule Activity Description: 2-4 classes

Students will complete a bulletin board of The Way We Were - Then and Now. Complete a sort of picture log of growth.

ACTIVITY

1. Discuss with the students the concept of growth in human beings. The students should conclude from discussion that each one of us continually grows from the time of birth until the time of death. Stress concepts of physical growth and mental growth, how they differ. Display pictures of myself from birth up to the present. Which should motivate students interest in the second part of the lesson. If not it will elicit laughs.

2. Picture Contest. Request that each student bring in some picture (at least 1) of themselves when they were babies or age 6-9 - preferably not a recent photo. All pictures brought in will be numbered and displayed on bulletin board. Name tags of only those pictures brought in will also be listed. The task will simply be to match the correct name with the correct picture. Prize could be offered to person listing most correct matches. Later pictures could be taken in class and added to bulletin board with older picture. Discuss how they have physically and mentally changed.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Materials 1. Student pictures
2. Film
3. Camera

*This activity has been design and/or used successfully by:

Denise Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 93

Subject Area: Reading

Grade Level: 8

Title: Could That Be Me?

BEHAVIORAL OBJECTIVES:

1.08 The students will display understanding that since each student or individual is unique he/she is capable of unique contributions.

*Capsule Activity Description: 2-3 class periods

Each student will write only 2-5 sentences what they themselves do best. Together the students will develop a relationship between these personal contributions and possibly a future occupation.

1. Word Study - Define and discuss content of the following words:

   1. unique
   2. contributions
   3. occupation
   4. hobby
   5. individual

2. Each student will be asked to write at least 2-5 sentences on their personal hobbies or simply what they do best. Collect papers and without disclosing any names read orally to the class one or two of these paragraphs. Ask students their opinions on these paragraphs in relationship to what that particular person could do as an occupation or job. List these occupations on the board. Write down suggested occupations for each of the paragraphs.

3. Re-read paragraphs to class with possible occupations that could result; and have them guessing as to who I could be talking about by using such phrases as

-Did you realize this girl could possibly be fixing your car in seven years.
-In about 8-10 years this young man could be pulling your teeth?

4. Return paragraphs to students with occupations listed on paper. Have them look through the want-ads of a newspaper to see if their own little contribution is indeed a service needed in the working world.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Materials:
1. Student paragraphs
2. Newspaper - Supplied by school-home
3. Paper (writing)

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 94

Subject Area: Reading

Grade Level: 8

Title: Subjects That Hire You

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work

*Capsule Activity Cescription: 2 classes

The students will make a chart to be displayed on bulletin board relating subjects taken everyday in school to possible job occupations.

ACTIVITY

1. discuss the possibilities of everyone having a favorite subject. Why is it their favorite subject. Stress importance of being interested in certain subjects because one likes what it has to offer in the form of jobs or careers.

2. Students will list subjects taken in school in books and on board.

   Try to draw out these subjects:

   1. Math
   2. English
   3. Reading
   4. Gym
   5. Health
   6. Science
   7. Metal/Wood
   8. Sewing/Cooking
   9. History/S.S.
   10. Business
   11. Typing

3. Break off into groups and list at least 2 jobs they know they could do for a living that involves each area of subjects. Could also break off in groups, according to favorite subjects, but, however, the grouping the objective is to list a few occupations that exist in that area. Bring in any want-ads from newspaper or the jobs you have listed.

CHART

	Math	Music	History	Gym	English	Science
Jobs Positions						
Want-ads Info- Training						

RESOURCES

Community Contacts:

Employment Office Counselor

Free Information:

Library

Other Resources:

Materials:
1. Construction Papers
2. Lettering
3. Subject Tags
4. Newspapers
5. Job Literature

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 95

Subject Area: Reading

Grade Level: 8

Title: Community Careers

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

*Capsule Activity Description: 2-3 classes

Students will develop a chart on possible fields of work in their own communities and what jobs that exist in each field.

ACTIVITY

1. Word Study: Define and use in context

    1. protective
    2. health
    3. trade
    4. clerical
    5. Transportation
    6. Construction

2. Discuss and list all possible jobs that could be included under each of the above categories. Stress the relationship these jobs have to the needs of the community. Elicit responses from students using own community.

e.g.:

Protective	Trade-Business	Health
1. Police	1. Clothes store	1. Dentist
2. Fireman	2. Food store	2. Doctor
3. Crossing Guards	3. Drug store	3. Pharmacist
4. Lawyer	4. Hardware store	

RESOURCES

Community Contacts:

Student knowledge of community

Free Information:

Other Resources:

Materials: 1. Name Tags (Fields or occupations)
2. Tag Board (Listing jobs

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity #96

Subject Area: Reading

Grade Level: 8

Title: What Does It Take To Be..

BEHAVIORAL OBJECTIVES:

2.05 The students will show their recognition of the role of education in career and life goals.

*Capsule Activity Description:

Students will gather information about qualifications for a job, from people they know have jobs and careers.

ACTIVITY

1. Word Study - define and discuss context of words

   1. experience
   2. training (job)
   3. qualify
   4. education
   5. career

2. Using the school staff, list the various types of jobs and qualifications needed for such jobs. e.g.:

Occupation	Qualification
1. teacher	1. college
2. cafeteria cook	2. H.S. or less

Ask for student volunteers who might be interested in getting a short interview with some of the staff. Report back to class.

3. Have students ask friends, family relatives or neighbors they know for information about how they qualified for the job they now hold. Remind students to question particularly about the amount of education needed: less than H.S. , H.S. diploma, college, H.S. & training, college +, etc, to get the job. Try to gather information on 3-4 different job types that require differing educational qualifications.

4. Using the want-ads in the newspaper make a pack of 5 job cards. Each job card would contain the actual want-ad, title of job, and listed qualifications. e.g.:

Engineer

Qualifications

WANT AD
1.
2.
3.

RESOURCES

Community Contacts:

1. Family, Friends, Neighbors
2. School Staff

Free Information:

Other Resources:

Materials:
1. Pack of reference cards
2. Newspapers
3. Interviewing form

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 97

Subject Area: Reading

Grade Level: 8

Title: School - Job Heaven

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers

*Capsule Activity Description: 3 classes

Class project. Students will make a job description chart of the many jobs centered just in their own school.

ACTIVITY

1. Word Study Define and discuss context of following words.
    1. function
    2. interrelate
    3. dependent
    4. research
    5. description
2. List all jobs or careers that are functioning in their school. Develop the concept that all these jobs that exist in the school are related and dependent on each other. Try to draw students to conclude that many of the jobs in the school work together to make the business of educating students, run smoothly.

    1. Principal
    2. Vice Principal
    3. Clerical Staff
        - a. Typist
        - b. Secretary
        - c. Office aides
    4. Counselor
    5. Community Coordinator
    6. Teachers
    7. Cafeteria Workers
    8. Maintenance
    9. NTA
    10. Psychologist
    11. Speech Therapist
    12. Librarian
    13. Police

Assign groups to do research within the school on each of these job titles. Interview adults in the school who work in these positions and report on their duties. Use library if necessary.

e.g. Nurse - Nurse Bankers
Rm. 205

Duties: 1. Treat emergency illnesses
2. Testing-hearing, sight
3. Referral to community health services, when needed

RESOURCES

Community Contacts:
School Staff

Free Information:

Other Resources:

Materials: Interviewing Forms

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School , Philadelphia, PA 19121

Activity # 98

Subject Area: Reading

Grade Level: 8

Title: Community Careers

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

*Capsule Activity Description: 1 class

Students will list duties they believe performed on certain jobs in certain fields.

ACTIVITY

1. Worksheet - General knowledge of careers in certain fields of work. Match listings given of various jobs and careers under appropriate field of work. e.g.:

	Protective	Clerical
1. FBI Agent	FBI Agent	Typist
2. Typist	Polics	Receptionist
3. Police		
4. Receptionist		

2. Each student is given a description card already made up with Field of work and one particular job. Student is to list the duties he/she thinks are performed by one in this field. e.g.:

Construction

Bricklayer
1. lays bricks
2.
3.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Materials
1. Worksheet-pract. exercise
2. Description card

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 99

Subject Area: Reading

Grade Level: 8

Title: Community Careers

BEHAVIORAL OBJECTIVES:

3.12 The student will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

*Capsule Activity Description: 3-5 classes

Each student will choose a category of work with a specific job in mind. The choice should be with someone of the community in mind. Get a short interview from that person on his/her service to the community.

ACTIVITY

1. Classroom

Discuss interviewing and types of questions they should ask. Each student should be given a form with suggested questions that they themselves could fill out or the person being interviewed could fill out for them. Discuss how students should approach people they plan on interviewing. Lead students in a mock interview, in class. Give tips during mock interview.

Pre-Interview

1. Introducing themselves - name school
2. Explain class project - interview
3. Getting permission to use information from person
4. Displaying interview forms

Interview

1. Name - business or job
2. Title
3. Description of duties
4. How long have they provided service
5. How do they believe they have contributed to community
6. Personal opinions

RESOURCES

Community Contacts:

Businesses
Professionals

Free Information:

Other Resources:

Naterials, Interview Forms

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 100

Subject Area: Reading

Grade Level: 8

Title: A Budget - Tight or Loose

BEHAVIORAL OBJECTIVES:

4.05 The students will display understanding of the relationship between occupational roles, personal economics, and life styles.

*Capsule Activity Description:

2-3 classes. Student is to make a budget according to a hypothethical job and monthly slalry received from that job.

ACTIVITY

1. Word study - Define and use in Context:
    1. budget
    2. salary
    3. rent
    4. utility
    5. spouse

2. Using a hypothetical case - make up budget card. Sample budget card would be one for male teacher and spouse with a monthly salary of $700. Let students discuss bills that everyone must pay for decent living and survival. Make students note that social activity:

   Would be considered last, e.g.

Teacher-Spouse $700.00/monthly

Amt.

1. Rent (housing)

2. Utilities
   Gas
   Electricity
   Telephone

3. Food

4. Clothes

5. Transportation

Total cost ____________________

See if students can assign an amount of money for each item that could be paid and stay within $700.00. Discuss alternatives if there is not enough money to pay bills. Show the relationship of amount of money earned from job greatly determines where one might live, what one eats, whether or not you ride or walk.

3. Students would be given a hypothetical budget cards with occupation listed, monthly salary and listing of survival needs. Students to assign amount spent in relation to amount earned.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Materials , Job Descriptions and Salaries

*This activity has been designed and/or used successfully by:

Denise L. Cummings, Vaux Jr. High School, Philadelphia, PA 19121

Activity # 101

Subject Area: Reading

Grade Level: 9th

Title: Manufacturing Careers

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Q. What manufactured items do you own that impress you with their design, quality of construction, or some other feature that you would recommend to be bought by your peers.

ACTIVITY

1. Research the construction of an individual's particular item from above - i.e., its parts, the number of people involved in producing the item, kinds of machinery needed and processes used to make it.
    a. Dev. of special vocabulary.
2. Design a chart - showing the whole development of the item ex. clothing, radio, tape player, shoes, pins, etc.
3. Produce a product by following directions exactly
   ex. a model kit
   a recipe
   a map to get somewhere in particular
   taking a test

RESOURCES

Community Contacts:

1. Shops - Factories
2. Interviews of people involved in the manufacturing industry
3. Tours of Factories and Industries - observe the function of the workers

233

Free Information:

1. State Employment Agencies
2. Gov't Employment Agencies
3. Libraries
4. Newspaper Want Ads.

0299 0094
0133 0017

Other Resources:

1. School Staff for personal contact

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Jr. High
Phila. PA 19121

Activity # 102

Subject Area: Reading

Grade Level: 9th

Title: Transportation Careers

BEHAVIORAL OBJECTIVES:

3.03: The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.25: The students will review the performance requirements for various jobs.

*Capsule Activity Description:

To make students aware of the many different jobs in transportation and their service to the public.

ACTIVITY

Q. If you could travel anywhere you wanted, where would you go? How would you get there?

1) Special Vocational Development:

ex:
- dispatcher
- aviation
- stewardess
- trackmen
- crew cheif
- reservation clerk

2) Project: Observe and record the flow of traffic on a major travel artery. How many, what kind, which way? Who are the operators? Are there passengers?
3) Use of newspaper to discuss transportation stories.
4) Discuss and evaluate different kinds of travel and cost.
5) Importance of reading schedules.
6) Study help-wanted ads to see the jobs available and qualifications.

RESOURCES

Community Contacts:

1. Septa
2. Conrail
3. trucking firms
4. leasing firms
5. private lines
6. shipping firms
7. airlines

Free Information:

1. libraries
2. travel agencies
3. tourist centers
4. all of the community contacts above

Other Resources:

Telephone directories (yellow pages)
advertisements in newspapers and magazines

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Junior High School, Philadelphia, PA 19121

Activity # 103

Subject Area: Reading

Grade Level: 9th

Title: Personal Self Inventory
of School INvolvement

BEHAVIORAL OBJECTIVES:

1.06 The students will display the understanding that each student is unique and special.

1.07 The students will show understanding of the expanding concept of self.

*Capsule Activity Description:

How their functioning in school and contacts within this environment can help them in developing particular job skills.

ACTIVITY

See enclosed/attached sheets
Information obtained from "How To Get A Job". President's Committee on Employment

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Walter Keys, Vaux Jr. High School, Philadelphia, PA 19121

DATE________________

NAME____________________

SECTION__________

HOW TO GET A JOB
CLASSWORK -4

ASSIGNMENT:

1. Read "How Your School Can Help" (page 6).

2. Below is a list of subjects you may be studying in school this year. Put a check beside each subject that can help you when you want to get a job.

   1. Reading____
   2. Science____
   3. Gym______
   4. Career Development__
   5. English______
   6. Home Economics__
   7. Art______
   8. Mechanical Drawing___
   9. Mathematics____
   10. Shop____
   11. Business____

3. List any after-school jobs you have had. Include babysitting, shoveling snow, running errands, selling candy, mowing lawns, carrying packages, delivering newspapers, and anything else you have done. (Use the space below).

4. Look at the list of subjects you have studied in school this year (in question 2). Beside each of the jobs listed below, write the name of the subjects you have studied that could help you get these jobs.

   a. Sign Painter______________________________

   b. Cook______________________________

   c. Carpenter______________________________

   d. Bank Teller______________________________

   e. Nurse______________________________

   f. Telephone Operator______________________________

5. EXTRA CREDIT: List all the people at school you can go to if you have a problem. Use the back of this paper.

WORDS TO STUDY: woodworking shop, kick press, homemaking class, machine tools, sander, bakery.

HOMEWORK: Use your dictionary to find the definitions for the following words:

1. Carpenter-

2. Application-

3. Subject-

DATE____________________ NAME________________________

SECTION____________

HOW TO GET A JOB
CLASSWORK 5

ASSIGNMENT:

1. Read "How Your Family Can Help" (page 7).
2. Make a list of the jobs, members of your family have.
3. Make a list of the jobs, chores, or assigned tasks you are responsible for doing at home.
4. EXTRA CREDIT: Use the back of this paper to write a story about a student who asks someone in his family for help in getting a job.

HOMEWORK: Use your dictionary to find three words that mean the same thing as the word "job".

DATE ____________________ NAME ____________________

SECTION ____________

HOW TO GET A JOB

CLASSWORK -6

ASSIGNMENT:

1. Read "How Your Teacher Can Help" (page 8).
2. Use each of these words in a sentence;
   - a. duty ____________________
   - b. strong points ____________________
   - c. weak points ____________________
   - d. advice ____________________
3. EXTRA CREDIT: One job in a school is that of counselor. Write a short paragraph explaining what a school counselor does.

HOMEWORK: Interview a teacher to find out what skills she needed to get her job.

240

Activity #104

Subject Area: Reading

Grade Level: 9th

Title: Public Service Careers

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

*Capsule Activity Description:

To make students aware of the many different career opportunities in public service, from postman, policeman, and fireman to lawyer, social worker, and teacher.

1. Visits and discussions on public service careers from people employed in the industries
2. Films and Educational requirements

ACTIVITY

1. Vocational Development:

ex:	Sanitation man	Public Health Nurse
	Librarian	Civil Servant
	Technicians	Mail Carrier, etc.

2. Making of a chart of the persons whose jobs provide you, your family, neighborhood with services which benefit everyone.
3. Research of a particular public service job and give oral report to class.
4. Speakers from the different areas to speak to class about duties and qualifications for a particular job.
5. Interviews of a public service employee.

RESOURCES

Community Contacts

1. Local police, fireman depts.
2. Professional staff at the school
3. Hospitals
4. Community Health Center
5. Free legal Centers
6. City Depts.

Free Information:

1. City Employment Agency - Civil Service Bd.
2. Libraries
3. Community Centers

Other Resources:

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Jr. High
Phila. PA 19121

Activity # 105

Subject Area: Reading

Grade Level: 9th

Title: Fine Arts & Humanities Careers

BEHAVIORAL OBJECTIVES:

8.10 The students will show an understanding of art as it relates to self and society.

8.05 The students will show understanding of the interrelationships of leisure time with one's career.

*Capsule Activity Description:

1. To make students aware of the various kinds of jobs in the arts and humanities.
2. To make students aware of the demands that these careers make and that the rewards are not always financial.

Q. What is your favorite T.V. or radio show and Why?.
Q. Discussion of characters
Q. Favorite movie - Actor & Actress

ACTIVITY

1. Reading of plays from Scholastic Scope Magazine and discussion of characters - role playing
2. Murals of different jobs in the industry-collages
3. Description of tasks performed by the different people in #2 above.
4. Writing and Role Playing of a student/class written play/T.V. show - assignment of tasks in a complete production.

RESOURCES

Community Contacts:

1. Local Community Theatres, studios, newspaper or magazine offices, museums.

Free Information:

1. Visits to work places of creative artists
2. Tourist Centers

Other Resources:

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Jr. High
Phila. PA 19121

244

Activity # 106

Subject Area: Reading

Grade Level: 9th

Title: Filling Out Forms -
Real Life Skills

BEHAVIORAL OBJECTIVES:

7.08 The students will demonstrate communication, writing, and research skills appropriate for career placement by completing job application forms, preparing letters of application, and preparing resumes.

*Capsule Activity Description:

To make the student aware of the follwoing directions carefully and to understand the Voc. of filling out forms.

Worksheet enclosed/attached

ACTIVITY

1. Special Voc:

   ex: Employer
   Income
   Reference
   Employee
   Credit Cards
   Etc.

2. Complete Worksheet and then use catalogues and other forms to extend the task of completing forms.

   a. Job Application Forms
   b. Social Security Forms
   c. Writing Checks, etc.

RESOURCES

Community Contacts:

Employment Agencies
Banks
Credit Card Co.

Free Information:

1. Library
2. Teacher
3. Counselor

Other Resources:

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Jr. High
Phila. PA 19121

Directions: When you buy on credit, it means you pay later, or over a period of time, the seller assumes the risk and requires that you fill out an application, much like the one below. Begin with your name, address, telephone number and date of birth. Items 9-14, 18 and 19 may be difficult to answer if you do not have a job. Fill out the forms as completely as possible and then answer the questions.

1 Charge Card(s) To Be In The Name Of First Initial Last		Date of Birth Mo. Day Year	2
3 Present Residence Address - Street		Area Code-Phone Number ( )	4
5 City, State	Zip	How long	6
7 Own Home ☐ Own Mobile Home ☐ Rent ☐ Room ☐ Live With Parents ☐	Monthly Mtg. Rent	Other(s) Authorized to Use This Account-Relationship(s)	

Complete For Individuals in Whose Name Charge Cards Are To Be Issued:

8 Former Address If Less Than 3 Yrs. At Present Address		How Long		
9 Employer's Name (Give Firm's Full Name)	How Long	Bank-Branch	☐ Checking & Savings ☐ Check ☐ Savings ☐ Loan	15
10 Employer's Address	Business Telephone	Nearest Relative Not At Your Present Address	Relationship	16
11 Position	Salary (Monthly)	Relative's Address		17
12 Former Employer - Address		How Long		
13 Position	Salary (Monthly)	14 Other Income-Source(s)	Amount (Monthly)	

Credit Cards (Include Loan or Finance Companies)

	Firm Name	Location	Account No.	Exact Name in Which Account is Carried
18				
19				

20	Applicant's Signature	Social Security No.	Date

1. On item 1, did you print your first name, middle initial and your last name? YES NO

2. For item 2, did you write your birthday in numerals? (example: if you were born on September 23, 1961 you would have written your birthday as 9/23/61). YES NO

3. For items 3-6 did you print your address, including zip code, telephone number, and the number of years you lived at that address? YES NO

4. For item 7, did you check one of the boxes, give a figure for monthly mortgage or rent, write the name and the relationship of another persons who may use your account? YES NO

5. Item 8 needs to be answered only if the years you gave in item 6 was less than three. Did you need to answer item 8? YES NO

6. Responses to questions 9-19 indicate whether you are capable of fulfilling credit responsibilities. Do you save money in a bank account? YES NO

7. Did you sign your name for item 20? YES NO

8. Did you supply a social security number, then write today's date to complete line 20? YES NO

Activity # 107

Subject Area: Reading

Grade Level: 9th

Title: Communications and Media Careers

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

3.12 The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

*Capsule Activity Description:

1. To make students aware of the important role played by the communications and media industry in disseminating information to masses of people.

2. To make students aware of the multitude of different jobs available in the communication industry.

   Q. How good are you at communicating your ideas and your feelings?

   Object: to get students to establish the limits of their knowledge and to show them how it can be expanded.

ACTIVITY

1. Development of the special vocabulary involved in looking at communication and media careers.

   ex. entertainment
   media
   announcer
   broadcast
   switchboard
   video
   electronic
   journalism
   etc.

2. Role play an evening News Broadcast

3. Use of newspaper to see different styles of writing for communication.

RESOURCES

Community Contacts:

1. Newspapers for speakers photographers, typists, printers
2. Radio contacts of local stations

Free Information:

1. Use of Library

2. Local communication centers

3. Variety of Communication schools and centers of higher learning of skills

   0029
   0030
   0070
   0069

Other Resources:

1. School Staff
2. Families in the Community
3. Personal Contacts

*This activity has been designed and/or used successfully by: Walter Keys
Vaux Jr. High
Phila. PA 19121

Activity # 108

Subject Area: Reading

Grade Level: 9th

Title: Construction Careers

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

*Capsule Activity Description:

1. To make students aware of the many different jobs and kinds of people employed in the Construction Industry.
2. To make students aware of the training and level of education needed for particular skills in the industry.

Q. How good are you at designing and building things?
Q. How good are you at fixing things so they don't break down?
Q. Do you think you like to work indoors or outdoors?

ACTIVITY

1. Development of special vocabulary.

ex: Laborer, Carpenter, Electrician, Architect, Apprentice, Plasterer, Draftsman, Engineer, Etc.

2. Inspection of their own living areas
Drawing up of pluses and minuses in the maintenance of their residence.

3. Survey of neighborhood to see what needs to be repaired or built.

4. Volunteer to help in maintenance of a specific area of the school.
Ex. Halls, grounds, cafeteria

RESOURCES

Community Contacts:

1. Construction Unions
2. Government Agencies
3. Job Corps Centers
4. Building Trades Council

Free Information:

1. Counselors
2. Libraries
3. Employment Agency - State

0088
0120
0250
0266
0247

Other Resources:

*This activity has been designed and/or used successfully by:
Walter Keys
Vaux Jr. High
Phila. PA 19121

Activity # 109

Subject Area: Reading

Grade Level: 9th

Title: Choosing the Right
Kind of Work

BEHAVIORAL OBJECTIVES:

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

*Capsule Activity Description:

Personal Inventory of their individual abilities.

ACTIVITY

See Attached Sheet

RESOURCES

Community Contacts:

1. Counselors
2. Parents
3. Community Centers
4. Churches

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Walter Keys, Vaux Jr. High School, Philadelphia, PA 19121

DATE________________ NAME________________________

HOW TO GET A JOB

SECTION____________

CLASSWORK 1

ASSIGNMENT:

1. Read "Choosing The Right Kind Of Work" (pages 2-3).
2. List 3 jobs or types of work you think you may enjoy.
   - a.
   - b.
   - c.
3. EXTRA CREDIT: List all of the jobs or types of work you can think of. (Use the back of this paper.)

WORDS TO STUDY: work, restaurant, groceries, part time, job, weekend, office, gas station, hotel, work at night, factory, farm, department store, full time.

HOMEWORK: Look in magazines and newspapers for pictures showing different kinds of jobs. Cut out the pictures and paste them on a sheet of paper. Write the title or name of the job under the picture.

DATE__________________ NAME__________________

SECTION__________

HOW TO GET A JOB

CLASSWORK 2

ASSIGNMENT:

1. Read "What You Can Do Best" (page 4).

2. Listed below are some abilities, skilld, and interests. Put a check mark (✓) beside any of them which you feel you have.

______work well with young children
______speak another language
______play a musical instrument
______can write good letters
______have leadership qualities
______good at sports
______get along well with others
______enjoy working with your hands
______can repair things quickly
______like performing in public
______follow directions
______seem able to teach others
______good salesman
______interested in scientific things
______read and write well
______like to work with mechanical things
______good at growing things
______enjoy working with animals
_____enjoy constructing things
______good at helping others
______interested in airplanes and aviation
______can dance well
______can sing well
______enjoy working alone

3. EXTRA CREDIT: Make a list of things you do well (not listed above).

WORDS TO STUDY: best, careful, work alone, well, messenger, bus boy, sorting things, delivery man, putting things together, hand tools, neat, taking things apart.

HOMEWORK: Use a dictionary to write the definitions for the words "neat" and "careful". Use each word in a sentence..

Activity # 110

Subject Area: Reading

Grade Level: Secondary

Title: Reporting

BEHAVIORAL OBJECTIVES:

3.19 The students will show recognition of the relationship between personal aptitudes and success in specific occupational areas.

*Capsule Activity Description:

Students prepare T.V. newscript

ACTIVITY

After reading the newspaper, the student will prepare a TV newscript. The student will explain the relationship between newspaper reporting and TV reporting.

1. Have students view and read about a similar incident. Discuss how they are reported on television and in a newspaper.

LARGE GROUP: Discuss the difference between newspaper repoirting and TV news reporting. Cite the advantage and disadvantages of each.

SMALL GROUP: After reading the news stories in a paper, prepare a fifteen minute TV newscript presentation. Each group will present the TV news to another group. The students will critique the production - what was important but left out, etc.

INDIVIDUAL: Reading of a newspaper, preparation for a newscast.

RESOURCES

Community Contacts:

T.V. Newscaster, editors

Free Information:

Other Resources:

Newspapers

*This activity has been designed and/or used successfully by:

Mark A. Macik, Allegheny County BOCES, New York.

Activity # 111

Subject Area: Reading

Grade Level: 9th

Title: Using and Understanding Employment Want Ads

BEHAVIORAL OBJECTIVES:

6.01: The students will demonstrate acquired skills and good work habits in preparing for a career.

7.06: The students will relate their qualifications, interests and attitudes to jobs listed in the D.O.T. (Dictionary of Occupational Titles).

*Capsule Activity Description:

Using want ads in newspaper and worksheets

ACTIVITY

1) see attached sheet
2) vocabulary development:
   ex. P/T, F/T, High School Graduate, Experience required, contact, etc.
3) Project on using newspaper to find out about different jobs and their requirements and method of contact.

RESOURCES

Community Contacts:

local library, counselor, career education teacher, community centers

Free Information:

telephone book, job centers, unions

Other resources:

*This activity has been designed and/or used successfully by: Walter Keys, Vaux Junior High School, Philadelphia, PA 19121

257

MISCELLANEOUS HELP

Needed -- person for warehouse work. Parson Drug Store, 3400 Canal, App. in person only please

TV helper, after school hours, uptown, 912 Milan

Weekend Snack Bar Help 9 A.M. to 5 P.M. must be 18 years or older. Apply 3717 Bourne Blvd.

General Help - Sunbeam Bakery 470 Howard, mng

EARN EXTRA MONEY

By delivery a Times route in the early morning. routes in all areas available.
Call Mr. Kenilly
at 242-7164

Person wanted for interesting work. No experience nec. Aft. school only weekdys. Write Times Box 222X

Needed. Stocker for supermkt. 341-2294 Hard worker only

BASSEY'S SPORTS

Part-time position for someone to press on lettering on T-shirts and uniforms. Apply in person at 2617 Eden Avenue

Grass cutters are needed weekends to operate electric grass trimmers & power motors. See Lee Hendricks
City Park
5100 Pont Cir. Drive
Sat. between 9-12

---

1. You are looking for a part-time job, but can work weekends only. Where could you apply for a job?____________________

2. What do the following newspaper abbreviations mean?

   app.__________; nec.__________; aft.__________;

   weekdys.__________; supermkt. __________;

   cir.__________

   Why are such kinds of abbreviations used?__________

3. You aren't 18 yet. Which job isn't open to you?__________

4. Which ad requires that you send a letter?__________

   ____

5. You like sports and would like to work in a sports shop. Why might it be good to apply for the part-time position at Bassey's?__________

   ____

Activity # 112

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: Marketing & Distribution Careers

BEHAVIORAL OBJECTIVES:

3:03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

A motivational discussion will precede the reading of "Popeye and Marketing and Distribution Careers" - a King Features comic-book format book.

ACTIVITY (3 class periods required)

Vocabulary preparation: The following words used in book will be written on the board and their pronunciation and meaning gone over prior to reading:

distribution, wholesale, retail, credit, accounting, merchandise, insurance, commercial advertising commission.

Motivational Discussion: Points to be covered:

1. Have you ever sold goods or services? Which do you like better-selling a product or selling your time and skills?
2. What sales appeals are most effective on you?
3. If you ever had a selling business, such as a apaer route, Olympic Sales, Avon products - what was involved in keeping track of what you sold? What records did you have to keep? What were some of the problems of this job?

Read the booklet - "Popeye and Marketing and Distribution Careers"- in pairs.

List the 23 careers in marketing and distribution discussed in the book.

Place an * beside those careers that appeal to you most.

Select one of these activities to be written up and presented to the class as an oral talk:

1. Question the working people you know. Ask them what they sell, goods or services, or both. Find out their plans for promotion, their career preferences, problems, rewards, satisfactions.

2. Draw an advertisement or compose a commercial.

3. Volunteer to work several hours or a day in some store, or accompany a route salesman on part of his route. Report to the class on your experience.

Students oral presentations are to be made by teacher on a class scheduling sheet.

RESOURCES

Community Contacts:

Local business people
Family and neighbors

Free Information:

Newspapers and magazines

Other Resources:

King Features Career Awareness Program, "Popeye and Marketing and Distribution Careers" 234 East 45th Street, N.Y.C . 10017

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Jr. High School
Philadelphia, PA

Activity # 113

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: Personal Service Careers

BEHAVIORAL OBJECTIVES:

3:03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

Prior to the reading of the King Features Career Awareness comic-book format booklet, Popeye and Personal Service Careers, a motivational discussion sets the stage for the reading activity, covering these points:

1. In how many ways do other people provide a service for your benefit alone? What are these services and what do they do for you?
2. Do you know anyone whose work is to perform a personal service to others? What is this service?

ACTIVITY

Vocabulary preparation: surgery, beautician,facial, courteous, salon, conditioning, grooming, reduction, analysis, counselor. Write words on board; go over meaning/pronunciation.

Read the booklet silently.

List the 17 careers in personal services discussed in the book.

Place a * beside those careers that appeal to you most.

Complete the Match the Job Description to Career in Personal Service. See p. 3.

RESOURCES

Community Contacts:

None

Free Information:

None

Other Resources:

King Features Career Awareness Program, "Popeye and Personal Service Careers". 235 East 45th Street, N.Y.C. 10017

*This activity has been designed and/or used successfully by:
Jean H. Lewis
Vaux Jr. High School
Philadelphia, PA.

DATE________________ NAME______________________________

POPEYE AND PERSONAL SERVICE CAREERS

SECTION________________

Match each job description in Column B with the right career in Column A. The first one has been done for you in order to help you get started.

Column A

- K 1. Psychologist
- ____ 2. Masseur, Masseuse
- ____ 3. School Bus Driver
- ____ 4. Child Care Attendant
- ____ 5. Marriage Counselor
- ____ 6. Steam Room Attendant
- ____ 7. Manicurist
- ____ 8. Veterinarian
- ____ 9. Health Salon Operator
- ____10. Dog Walker
- ____11. Social Worker
- ____12. Weight Reduction Specialist
- ____13. Chauffeur
- ____14. Barber
- ____15. Cosmetologist
- ____16. Exercise Attendant

Column B

- A. Worker who cuts and shaves hair
- B. Worker who styles and treats hair and facial appearance
- C. Worker who cares for hands and nails
- D. Owner of an exercise, massage and physical conditioning establishment
- E. Workers who give massage
- F. Worker who leads exercise activity
- G. Worker who supervises steam room and sauna
- H. Professional who recommends program to achieve correct body weight
- I. Worker who transports his employer and cares for the automobile
- J. Professional who counsels married couples
- K. Professional who specializes in the understanding of intelligence and emotions
- L. Worker who supervises children's activities and safety
- M. Worker who transports children to and from school
- N. Professional who specializes in understanding home and family situations and problems
- O. Physician who specializes in animal medicine
- P. Worker who exercises animal pets

Activity # 114

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: Environmental Careers

BEHAVIORAL OBJECTIVES:

3:03 The pupils will show their understanding that occupations have varying characteristics and qualificaitons.

*Capsule Activity Description:

A motivational discussion will precede the reading of "Popeye and Environmental Careers" - a King Features comic-book format booklet.

ACTIVITY (2 class periods required)

Vocabulary preparation: The following words used in book will be written on the board and their pronunciation and meaning gone over prior to reading:

environment, pollution, insecticide, ecology, extinct, species, organisms, degradable, recycle, prey.

Motivational Discussion: Points to be covered:

1. What are some of the ways in which man has polluted and destroyed the natural environment? List on board.
2. Can you think of some things that have been done recently to try to improve the environment?
3. Have you or others in your family or your neighborhood done anything to try to improve the environment? Explain.

*The concern here is not with correct answers as such, but rather, to get students to establish the limits of their knowledge.

Read the booklet - "Popeye and Environmental Careers" - in pairs.

List the 18 careers in environment control discussed in the book.

Place an * beside those careers that appeal to you mst.

Complete the Match the Job Description to the Environmental Career" See p.3.

RESOURCES

Community Contacts:

None

Free Information:

None

Other Resources:

King Features Career Awareness Program, "Popeye and Environmental Careers" 235 East 45th St. N.Y.C. 10017

*This activity has been designed and/or used successfully by:

Jean H. Lewis
Vaux Jr. High School
Philadelphia, P

DATE________________________ POPEYE AND ENVIRONMENTAL CAREERS NAME____________________

SECTION____________

Match each job description in Column B with the right career in Column A. The first one has been done for you in order to help you get started.

	COLUMN A	COLUMN B
M	1. Botanist	A. Professional manager and planner
______	2. Forester	B. Professional who studies changes in the environment
______	3. Meteorologist	C. Professional who studies chemical changes
______	4. Conservationist	D. Operator and maintainer of laboratory equipment
______	5. Guidance Counselor	E. Professional who studies the weather
______	6. Range Manager	F. Professional who studies matter and energy
______	7. Laboratory Attendant	G. One who protects and cares for natural resources
______	8. Sewage Disposal Plant Operator	H. Professional in the care and management of forests
______	9. Civil Engineer	I. Professional in the care of land for livestock
______	10. Zoologist	J. Assistant in the care and management of forests
______	11. Life Scientist	K. Operator of sewage plant equipment
______	12. Physicist	L. Professional who studies living organisms
______	13. Ecologist	M. Professional who studies plant life
______	14. Landscape Architect	N. Professional who studies the relationship between organisms and their environment
______	15. Physical Scientist	O. Professional who studies animal life
______	16. Forestry Aide	P. Professional in the arrangement and planting of trees and shrubs
______	17. Engineer	Q. Professional who designs public works and buildings
______	18. Chemist	R. Professional who advises students of educational and vocational opportunities

Activity # 115

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: Hospitality & Recreation Careers

BEHAVIORAL OBJECTIVES:

3:03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

A motivational discussion will precede the reading of "Popeye and Hospitality and Recreation Careers" - a King Features comic-book format book.

ACTIVITY (3 class periods required)

Vocabulary preparation: The following words used in book will be written on the board and their pronunciation and meaning gone over prior to reading:

amusement, hospitality, recreation, accomodations, conservation, scenic, projectionist, leases, psychology, professional.

Motivational Discussion: Points to be covered:

1. What recreation do you enjoy most? How do you like to spend your leisure time? If you had the opportunity, where would you go on vacation and what would you do?
2. What sports do you play and what are your hobbies? How do they benefit you? What athletic skill or recreational activity would you like to develop or improve?
3. What recreation and hospitality jobs could you qualify for at this time?
4. What recreation and hospitality jobs are available to one who is qualified for them?

*The concern here is not with correct answers as such, but rather, to get students to establish the limits of their knowledge.

Read the booklet - "Popeye and Hospitality and Recreation Careers" - in pairs.

List the 27 careers in hospitality and recreation discussed in the book. Place an * beside those careers that appeal to you most.

Select one of this activites to be written up and presented to the class as an oral sharing. Oral presentations give each reporter practice in speaking skills and will permit other students to share in his/her knowledge. Arrange for the presentation time-slot with teacher when selected activity is completed.

1. Decide where you would travel or vacation if you had the opportunity. Visit a travel agency to find out how you would travel, what you would choose to see and do. Write to the National Park Service, Washington, D.C., for information about United States parks and monuments.

2. Decide what job service you can qualify to perform for wages, advertise your service and contract to do this work. Suggestions: maintenance work on grounds, work in summer camps, work in recreation centers, with athletic teams, in people's homes, with their children.

3. Interview a person whose type of work you would like to prepare to do. Learn about the job qualificaitons, the benefits, the rewards, and the problems.

RESOURCES

Community Contacts:

Recreation Centers
Summer Camps
Friends & neighbors
Theatres
Sports Stadiums

Free Information:

Free booklets provided by community contacts.

Other Resources:

King Features Career Awareness Program, "Popeye and Hospitality and Recreation Careers" 235 East 45th Street, N.Y.C 10017

*This activity has been designed and/or used successfully by: Jean H. Lewis
Vaux Jr. High School
Philadelphia, PA 191

Activity # 116

Subject Area: Reading/Language Arts

Grade Level: Junior High School

Title: Health Careers

BEHAVIORAL OBJECTIVES:

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

A motivational discussion will precede the reading of "Popeye and Health Careers: - a King Features comic-book format book.

ACTIVITY - 2 CLASS PERIODS REQUIRED

Vocabulary preparation: The following words used in the book will be written on the board and their pronunciation and meaning gone over prior to reading:

practitioner, infection, vaccine, prescription, therapy, massage, anesthetic, diagnosis, dentures, medication

Motivational Discussion: Points to be covered:

1. Has a doctor or some other medical person ever saved your life or the life of someone you know?
2. Has a doctor or some other medical person ever helped you or someone else recover from a sickness or an injury?
3. Have you ever helped someone who was injured or sick?
4. Besides your doctor, who are some of the other people who have contributed to and still contribute to your health needs/
5. What characteristics and aptitudes do you ahve that might fit you to work in the health -service area? Se whether you change your mind after reading this booklet.

*The concern here is not with correct answers as such, but rather, to get students to establish the limits of their knowledge.

Read the booklet -"Popeye and Health Careers" = in pairs.

As a team of two, list the 32 careers in health - service discussed in the booklet.

Place an * beside those careers that appeal to you most.

Complete the Match the Job Description to Career in Health Services. See p. 3

RESOURCES

Community Contacts:

None

Free Information:

None

Other Resources:

King Features Career Awareness Program, "Popeye and Health Careers",
235 East 45th Street, N.Y.C. 10017

*This activity has been designed and/or used successfully by:

Jean H. Lewis, Vaux Junior High School, Phila., Pa. 19121

DATE ____________ NAME ____________________

POPEYE AND HEALTH CAREERS

SECTION ________.

Match each job description in Column B with the right career in Column A. The first one has been done for you in order to help you get started.

	Column A		Column B
B	1. General Practitioner	A.	Worker who transports patients to the hospital in case of an emergency
____	2. Podiatrist	B.	Family doctor who makes house calls
____	3. Nurse's Aid	C.	Doctor who operates on patient
____	4. Optometric Assistant	D.	Doctor who is a child specialist
____	5. Psychiatrist	E.	Doctor who is a foot specialist
____	6. Candy Striper	F.	Specialist who examines tissue using a microscope
____	7. Anesthetist	G.	Technician who takes blood samples
____	8. Medics	H.	Professional who prepares medicines prescribed by doctors
____	9. Dental Hygienist	I.	Worker who helps nurses tend to patients' needs
____	10. Dental Laboratory Technician	J.	Technicians who take blood pressure, temperature of patients
____	11. Radiologic Technician	K.	Professional who assists doctor in care and treatment of patients
____	12. Licensed Practical Nurses	L.	Technician who treats muscle and other bodily disabilities
____	13. Pharmacist	M.	Technician who takes X-rays of patients
____	14. Ambulance Driver	N.	Technician who prepares people for eye examinations
____	15. Pediatrician	O.	Technician who makes dental appliances
____	16. Physical Therapist	P.	Technician who removes stains from teeth
____	17. Hospital Administrator	Q.	Doctor who is a specialist in internal organs of body
____	18. Pathologist	R.	Doctor who specializes in delivering babies
____	19. Surgeon	S.	Servicemen who administer first aid to the wounded
____	20. Laboratory Technician	T.	Doctor specializing in treating mental and nervous disorders
____	21. Internist	U.	Nurses who tend to families at home and children at school
____	22. Obstetrician	V.	Specialist in preparing research information for doctors and hospitals
____	23. Registered Nurse	W.	Specialist who administers gas or drug to reduce patient's pain during operation
____	24. Visiting School Nurse	X.	Specialist who examines tissue to diagnose patient's condition
____	25. Medical Technologist	Y.	Supervisor of a hospital's entire staff and operation
____	26. Medical Record Librarian	Z.	Student volunteer for hospital work

DATE ____________________ NAME ________________________

SECTION _____

CAN YOU ANSWER THESE?

DIRECTIONS: IF YOU HAVE READ THE BOOKLET CAREFULLY, YOU CAN FIND THE ANSWERS EASILY, AND QUICKLY. SEE HOW GOOD YOU ARE AT LOCATING INFORMATION!!

1. List five jobs you might like. List the training you would need next to each job.

JOB	TRAINING

2. Did you find any jobs you did not know about? (Check) YES _____ NO _____

3. List five of the jobs you did not know about.

_______________ _______________ _______________

_______________ _______________

4. Health jobs are possible with training that includes: (Check one)

	YES	NO		YES	NO
High School Diploma			College Degree		
Junior College Degree			Medical School		
On the Job Training			Driver's License		
No High School Diploma			Vocational School		

5. Health Jobs may be found in: (Check one)

	YES	NO		YES	NO
Convalescent Homes			Hospitals		
Laboratories			Dental Offices		
Clinics			Armed Services		
Stores			Schools		
Factories			Civil Service		

6. Can people of many ages find work in Health Careers? ----------------- ____ ____
7. Is part-time work possible in Health Careers? ----------------------- ____ ____
8. Is volunteer Health work possible for teenage boys and girls? --------- ____ ____
9. Do people in Health Careers always work during the day? -------------- ____ ____
10. Are many men and women needed in Health Careers? --------------------- ____ ____
11. Are all jobs in Health Careers for medical workers only? ------------- ____ ____
12. Did Popeye think it was important to finish school if you wanted to work in Health Careers?-- ____ ____

Activity # 117

Subject Area: Reading

Grade Level: Jr. High

Title: Marine Corps

BEHAVIORAL OBJECTIVES:

1.03 The students will display awareness that development of self is constantly changing.

2.02 The students will demonstrate their acquirement of a vocabulary for educational planning.

2.09 The studnets will show realization that learning is continuous, occurring inside and outside of school.

8.03 The students will demonstrate development of a vocabulary for differentiating leisure time activities.

*Capsule Activity Description:

Improve reading skills by reviewing words in vocabulary list. See Attached sheet.

ACTIVITY: 5 -10 days

A Reading Contract". See attached sheets

Days 1-3

1. Pronounce or decode words on vocabulary list (done individually) to teacher. If you don't do very well, you may listen to tape for correct pronunciation or have teacher help you in decoding the unknown words. You may retake the test as many times as you like or until you are satisfied.

2. You may preview the questions on each reading selection or raise some of your own. Read the selection and answer the questions. Continue this process with each of the above reading materials that you decide to read.

3. When you finish the comprehension questions, turn them in for correction. You may correct your errors and receive a higher grade if you like.

Day 4

1. As you read the selections, you should have made sure that you knew the meanings to all words. First take the context vocabulary test. When you finish, have the teacher correct it. You may redo the test if you like.

2. Second, take the isolation vocabulary test. If you take it as an open book test, you get one grade. If you take it as a closed book test, you get double credit.

Day 5

1. The teacher will assign thirty words from the list for you to spell. If you have trouble with visual memory, ask the teacher for ways to improve. Drill and prepare for the test. You may retake the test as many times as you like.

Day 6

1. The teacher will ask you to read twelve sentences from the different selections. The teacher will make notes as you read on the oral reading checklist worksheet which covers mispronunciations, substitutions (saying one word for another real word), reversals (turning a letter, word, or phrase around), omissions (leaving out a word or words or letters), and additions (adding a letter, word or words).

Day 7

1. The teacher will time you on short reading selections and see if you are comprehending what you read. Develop a chart of difficulty level as well as accuracy level.

Day 8

1. Assess the different reading skills that have been used in the unit. In the weak areas, assign extra drill.

Day 9

1. Review the words used in the unit. Build more word power by working on those that have not been mastered. The skills that should be stressed would be visual memory, decoding, vocabulary understanding in context or isolation.

Day 10

1. See a movie related to the Marine Corps as an occupation such as
"A Pride in Belonging MD 6962IS" 31 minutes/color (jobs for women)
"A Better Man 9th MCD 004" 13 minutes/color (reserve)
"Embassy Marine MH 09824" 28 minutes/color (job)
"In a Tradition of Heroes MH09969" 26 minutes/color (job)
"Modern Marine MH 10384" 15 minutes/color (job)
"Never Among Strangers MH 10436" 13 1/2 minutes/color (jobs for women)
"The Meeting Ground MH 10551" 15 minutes/color (reserve)
"Something in Reserve MH 10734" "Something in Reserve" 14 1/2 minutes/color (reserve)
"Straight Up and Away MH 10736" 14 1/2 minutes/color (job)
"Strictly on Your Own MH 10919" 12 1/2 minutes/color (job)
"An Extra Dimension MH 11023" 14 1/2 minutes/color (Marine job-use as civilian)
"The D.I. A Builder of a Few Good Men MH 11082" 14 1/2 minutes/color (job)
"A Few Good Men MH 11188" 26 minutes/color (job)

2. Supplementary Reading on the Marine Corps in room

Leatherneck Magazine May 1976
Leatherneck Magazine April 1976
Posts of the Corps

"Career Unit on the Marine Corps" Vocabulary list

Name ______________________________

Days 1-3 1 Pronunciation-word recognition 2 visual memory-spelling
3 context vocabulary 4 isolation vocabulary

1	2	3	4	United States Marine Corps	1	2	3	4	United States Marine Corps
				1. organization					41. categories
				2. Semper Fidelis					42. charities
				3. motto					43. illegal
				4. strenuous					44. disciplined
				5. physically					45. malingering
				6. memorize					46. processing
				7. terminology					47. academic
				8. thoroughly					48. maintenance
				9. individually					49. immunizations
				10. congratulations					50. violations
				11. equipped					51. noncommissioned
				12. components					52. corporal
				13. seizure					53. versatility
				14. prosecution					54. dependability
				15. campaign					55. insignia
				16. detachments					56. perpetuated
				17. technique					57. ammunition
				18. amphibious					58. emblem
				19. airborne					59. embodies
				20. accordance					60. jugular
				21. doctrines					61. symbolized
				22. coordination					62. episode
				23. procedures					63. nationalities
				24. integrated					64. aggression
				25. mobilization					65. courtesy
				26. embassies					66. profession
				27. possession					67. rendered
				28. initial					68. extension
				29. depot					69. competition
				30. agility					70. physically
				31. continually					71. academically
				32. successfully					72. relevant
				33. motivated					73. financial
				34. automatically					Time for Decision
				35. initiation					ASVAB
				36. probably					74. perception
				37. approximately					75. aptitudes
				38. accustomed					76. opportunitie
				39. frequently					77. brochure
				40. platoon					78. ratio

	2	3	4	ASVAB
				79. mechanical
				80. physical
				81. ceramic
				82. disassembled
				83. torque
				84. soldering
				85. generator
				86. tungsten
				87. carbide
				88. alignment
				89. crystallized
				90. carburetor
				91. cylinder
				92. atmospheric
				93. torquing
				94. solenoid
				95. coaxial
				96. oscilloscope
				The Career Seeker's Guide to Occupational Opportunities in the Marine Corps
				97. potential
				98. essential
				99. efficiency
				100. maintenance
				101. sophisticated
				102. proficient
				103. vouchers
				104. economically
				105. credentials
				106. transmitting
				107. calibrates
				108. cater
				109. luncheons
				110. analyze
				111. documents
				112. computerized
				113. technology
				114. electronically
				115. aerographer
				116. commercial
				117. procurement
				118. catapults
				The 4th Marine Aircraft Wing
				119. volunteer
				120. pursuits

1	2	3	4	The 4th Marine Aircraft Wing
				121. elite
				122. extraordinary
				123. billet
				124. proficiency
				125. reconnaissance
				126. howitzer
				127. ingenious
				128. reciprocating
				129. compromises
				The Marine Reserve
				130. platoons
				131. schedule
				132. encompasses
				133. eligible
				134. privileges
				135. functioning
				136. maintenance
				137. communications
				138. annual
				139. reconnaissance
				140. amphibian
				141. howitzers
				142. strategic
				143. squadrons
				144. intensive
				145. hydraulic
				146. spectrum
				147. prospective
				148. accountant
				149. denominator
				1977 NROTC Bulletin
				150. tuition
				151. subsistence
				152. sufficient
				153. baccalaureate
				154. eligible
				155. nuclear
				156. propulsion
				157. amphibious
				158. auxiliary
				159. integral
				160. competent
				161. conscientiously
				162. default
				163. criteria
				164. proportionate
				165. acuity
				166. incapacitating

1	2	3	4	NROTC Bulletin
				167. abnormality
				168. allergies
				169. asthma
				170. bronchitis
				171. recurrent
				172. cardiovascular
				173. recuperation
				174. inconvenience
				175. applicants
				176. authenticated
				177. affidavit
				178. impartial
				179. reimbursed
				180. accrue
				181. nonsubsidized
				182. contemporaries
				Life in the Marine Corps
				183. career
				184. individuality
				185. tradition
				186. embassy
				187. installation
				188. academic
				189. electronics
				190. maintenance
				191. personnel
				192. generalized
				193. segments
				194. initial
				195. occupational
				196. vehicles
				197. promotion
				198. corporal
				199. battalion
				200. platoon
				201. sergeant
				202. lateral
				203. artillery
				204. barracks
				205. continental
				206. installations
				207. gradually
				208. administrative
				209. knowledge
				210. instructor
				211. affectionate

1	2	3	4	Life in the Marine Cor
				212. civilian
				213. technical
				214. auditing
				215. finance
				216. intelligence
				217. correspondence
				218. incredible
				219. veterans
				220. commandant
				221. necessities
				222. proportionately
				223. incentive
				224. subsistence
				225. commissary
				226. mortgages
				227. facilities
				228. breathe
				229. commander
				230. calculus
				231. barbecue
				232. intramural
				233. varsity
				234. reputation
				235. rigorous
				236. automotive
				237. missile
				238. navigator
				239. hydraulics
				240. reciprocating
				241. aerial
				242. ordnance
				243. projectiles
				244. nuclear
				245. demolition
				246. technician
				247. disposal
				248. optical
				249. procedures
				250. alignment
				251. circuits
				252. fundamentals
				253. armament
				254. interpretation
				255. techniques
				256. [illegible]
				257. topography
				258. computing

1	2	3	4	Life in the Marine Corps
				259. surveyor
				260. [illegible]
				261. tactical
				262. meteorology
				263. trajectory
				264. accessories
				265. meteorological
				266. manufacture
				267. nutrition
				268. camouflage
				269. reconnaissance
				270. interrogation
				271. photographic
				272. interpretation
				273. counterintelligence
				274. interpreter
				275. occupational
				276. investigation
				277. disciplinary
				278. lithography
				279. duplicating
				280. logistics
				281. embarkation
				282. merchandise
				283. polygraph
				284. combustion
				285. carburetion
				286. diesel
				287. biological
				288. magnetism
				289. personnel
				290. photography
				291. photographic
				292. photographer
				293. linguists
				294. inventory
				295. amphibian
				296. decontamination
				297. audiovisual
				298. purification
				299. hygiene
				300. refrigeration
				301. detachment
				302. unique
				303. lecturer
				304. ambassador
				305. consulates

1	2	3	4	Life in the Marine Corps
				306. legations
				307. reenlistment
				308. integral
				The Marine Corps - The Career Corps
				309. clerical
				310. approximately
				311. integration
				312. predecessors
				313. demobilization
				314. equivalent
				315. enlistee
				316. rigorous
				317. noncommissioned
				318. reveille
				319. procedures
				320. aptitude
				321. asset
				322. applicants
				323. cordially
				324. exemplary
				325. installations
				326. strenuous
				327. cosmetics
				328. minimum
				329. authorized
				330. substantial
				331. supplement
				332. symbolic

Scale of grades	Percentages for grades on all skill except oral reading	Oral reading- entire must be read correctly repeats
A+	97	12
A	93	11
A-	90	10
B+	87	9
B	83	8
B-	80	7
C+	73	6
C	67	5
C-	63	4
D+	60	3
D	53	2
D-	50	1

Reading Contract - "Career Unit on Marine Corps"

Length of contract 5-10 days

Sources of reading material (all available from U.S. Marine Recruiting Office - free)

1. "United States Marine Corps" (little yellow book)
2. "Time for Decision - ASVAB"
3. "The Career Seeker's Guide to Occupational Opportunities in the Marine Corps"
4. "The 4th Marine Aircraft Wing"
5. "The Marine Reserve: Telling It Like It Is About a Few Good Men"
6. "1977 NROTC Bulletin"
7. "Life in the Marine Corps"
8. "The Marine Corps - The Career Corps (especially for girls)"

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Roseville Area Schools, Roseville, Minnesota, Lloyd Kornmann, Capital View Jr. High

Activity #118

Subject Area: Reading

Grade Level: Secondary

Title: Jobs

BEHAVIORAL OBJECTIVES:

7.08 The students will demonstrate communication, writing, and research skills appropriate for career placement by completing job application forms, preparing letters of application, and preparing resumes.

*Capsule Activity Description:

Students will investigate jobs in newspaper ads and practice interviewing for jobs.

ACTIVITY

LARGE GROUP: One-half of the class will study the "Help Wanted" ads from the last five days of their local newspaper. The other half will study the "Help Wanted" ads from the nearest large city's papers. The two groups will come together and list their findings under the following headings: Available Killled Jobs - Local; Available Unsiilled Jobs - Local; Available Skilled Jobs - City; Available Unskilled Jobs - City. Students can then compare the results. To go a step further, discuss or correlate "Help Wanted" ads with "Jobs Wanted" ads.

SMALL GROUP: Working in teams of three, have volunteer select an ad he could easily qualify for, a second student will role-play the interviewer, and a third would be a close friend of the "applicant". He will sit behind the "applicant" and act as his "outer ego". As the interview is acted out, the "outer ego" should speak up when he hears something said by applicant that he doesn't agree with or thinks is not quite the truth. Discussion could follow on suitability, honesty, etc., during interviews for available jobs.

INDIVIDUAL: After the large group activity, student will research a career they are interested in. This report could include the training or education necessary, the salary range and the need for their particular career.

Students will list the requirements needed for their career goal.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Occupational Briefs, Guidance Associates, Moravia, New York. Current newspapers (Local and City).

*This activity has been designed and/or used successfully by:

Jean Bretzin, Cattaraugus County BOCES, Allegheny County Board of Cooperative Education, Services Career Education Department, N.Y.

Activity #119

Subject Area: Language Arts

Grade Level: Intermediate

Title: "How Do Interests Affect
Us?
Sessions II

BEHAVIORAL OBJECTIVES:

1.05: The pupils will give evidence of the development of necessary socialization skills.

1.17: The pupils will identify their strengths, weaknesses, likes, dislikes and achievements--and show understanding of the relationship between interests, abilities and achievements to occupations.

3.18: The students will identify the relationship between personal aptitudes and success in specific occupational areas.

*Capsule Activity Description:

Suggestions to Teachers or Counselors: (See stories immediately following these instructions.)

In this lesson an attempt is made to present some situations involving the affects of interests on the lives of people and some of the attitudes people have about interests.

Acceptance of student's opinions which are the product of reasoning will encourage the students to try to find reasonable answers. No student should suffer because he has given a "wrong" answer. Thinking, not correct answers, is our objective.

ACTIVITY

Begin by reviewing Session I briefly and asking for any additional comments. Some children may have discussed interests and work with their parents and now feel able to contribute their findings. Before the attention of the children lags, go on to the lesson for the day.

"Let's turn now to some stories about people and interests and the questions about these stories. The questions are given as statements which may be marked 'T' or 'F', meaning "True' or 'False'. The answers should be given according to your own opinion after careful thought. No grades will be given, but we will discuss the stories and answers when everyone has finished all of them. If you wish to change your answers later, you may do so.

"One student may read the story aloud while the rest of us follow. After we read the story, we'll mark the statements. (Name of a child), will you please read the first story?"

Proceed in the same manner with all the stories and statements. If some students need help with words, it should be given to them, but no clues should be given about answers.

After the students have had time to complete the work, a discussion of the sitatuions described in the test would help them consider possibilities other than those they have chosen.

For example:

> Remember the story about Anne and her arithmetic? Do nay of you have problems with arithmentc? Do you feel that her mother or her father was right? Could you do better in arithmetic if you were interested in it? How could you become interested in something like arithmetic?
>
> "Let's think about James Smith and his father. How would you feel if your father quit his good job to do some other job? How would you feel if you were Mr. Smith and had to go to a job each day which you really disliked? Did Mr. Smith do the right thing? Should James have been pleased or displeased?"

Session II

How Do Interests Affect Us?

Name_______________________________________ Age_____Grade____

Please read the following stories and answer the questions by marking them "T"(True) or "F"(False) according to your opinion.

Anne did not like arithmetic and her pporest grades in school were always in arithmetic. When her father scolded her, her mother would say, "I never liked arithmetic when I was in school, and Anne is like me. She will never be able to do well in it either." Anne's father said, "If Anne would spend more time on arithmetic and begin to understand it, she would begin to enjoy it. Then she could learn it." Anne said, "Girls do not like arithmetic and are not as good as boys in arithmetic."

_____1. Anne can never do well in arithmetic.

_____2. Anne was not interested in arithmetic.

_____3. Anne's father was right.

_____4. Anne;s mother was right.

_____5. Girls naturally cannot do as well as boys in arithmetic.

When Dorothy moved to her new school, she felt very lonely. The children were nice to her, but they did all sorts of things that she had never tried and didn't know how to do. Even the books were different, and she thought she could never understand the lessons. Some girls invited her to join the Girl Scouts. One girl wanted to be helpful and teach her to play basketball, and another wanted to take her to swimming class. Dorothy did not do these things because she decided just to work hard on school work.

_____6. Most children don't feel lonely in a new school.

_____7. Dorothy's interests were different from those of the children in the new school.

_____8. Dorothy could not change her own interests.

_____9. Dorothy should have joined the Girl Scouts or swimming class.

_____10. Dorothy was right when she planned just to work on school work.

James Smith's father worked as an accountant in an office. He kept all the records in books and earned a high salary. With his money he was able to have a fine house and car and many nice things for his family. But Mr.Smith didn't like sitting at a desk working with books all day. He could hardly wait to get home to begin his wood work. He enjoyed making fine things out of wood. He wanted to give up his job and spend his time making tables and chairs and selling them. He knew he would not have as much money for his family, but he thought he would be a happier father because he would like his work.

_____11. Mr. Smith was interested in keeping books.

_____12. Mr. Smith was interested in working with his hands.

_____13. Mr. Smith should change his job.

_____14. James Smith should ask his father to keep the job where he earned more money.

_____15. Earning more money is better than liking a job.

_____16. James Smith will probably become interested in working with wood.

Bill was telling his teacher that he'd like to be a doctor when he grew up. His teacher asked if he was interested in science. Bill said he was not. The teacher said he'd need to be interested in science to become a doctor. Bill said that he would try to become interested in science.

_____17. Bill really could not become interested in science.

_____18. Bill should read books about science.

_____19. Bill should plan to be a doctor even if he didn't like science.

_____20. Most people need to be interested in their work to do well in it.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
N.D.E.A. Title V-A Project 13, Abington School District, Abington, PA 19001

Activity # 120

Subject Area: Language Arts

Grade Level: Intermediate

Title: "How Do Interests Affect
Us"
Session III

BEHAVIORAL OBJECTIVES:

1.07: The pupils will show understanding of the expanding concept of self.

1.09: The pupils will be able to identify values that they hold, and trace the development of those values.

*Capsule Activity Description:

Suggestions to Teachers or Counselors

The concept of the relationship of changing interests to our own changing lives is brought out in this lesson with the story-discussion technique. The students may read the stories and lead the discussion with a minimum of help from the teacher. The discussion is the important aspect of the session and should involve the majority of the children.

The presentation of the stories with a tape recorder is another possibility. Children enjoy listening to tapes and the tape could be stopped between stories for the discussion.

Procedures:

The theme of the session deals with changing interests. The stories may be passed to students to read for the class. Each story can then be discussed and related to experiences which the students have had. There may not be time for all the stories, but the teacher may select those which seems appropriate for the group.

Robert, a student in the fifth grade, did not like writing at all. He disliked it so much that he always put any writing off until last. Then he had to do it in a hurry, and it was usually pretty bad. Then he'd say, "I'm just no good at writing, but it's not important anyway." When Robert's favorite uncle visited him, they talked about school work, and Robert told him that he hated writing. "I'll never have a job where I have to write, so why learn?" asked Robert. "Well," said his uncle, "there are not many good jobs where you don't have to write sometimes." Robert answered, "You're a good engineer, and you don't have to write." "Oh, yes I do!" replied his uncle. "I write reports every day; I write many letters, and I just wrote an article for an engineering journal.

You'd better try to get interested in writing."

Do you think his uncle was right?
How could Robert get interested in writing?
Do any of you have a problem like this?

When Sally got home from school on Friday, there was a big box from her Aunt Doris addressed to her. Sally would be thirteen years old the next day, and she knew that it was a birthday present. She really wanted to open it, but her sister said she should wait. It would be more fun to think about and guess what was in the box. Aunt Doris always sent nice presents. It was a large box. Sally wanted a new sweater and skirt very much. Any clothes would be nice. Books would be great too. She'd like a pocketbook. She could hardly wait. When Sally finally got to open the box the next day and saw all the wrappings, she knew it was extra special. It was! It was a beautiful baby doll! At her age! She could have cried!

Why was Sally so disappointed?
Has anything like this happened to you?
Name some other interests which might change as you get older.

Roy ran the last block going home from school because he wanted to change clothes and get out to play football as soon as possible. "Hi, mother", he called as he threw his books on the desk and pulled off his shirt. "I'm going to play ball, see you at dinner." "Roy, you have a piano lesson in fifteen minutes; you can't play football now." said his mother. "Oh no, I've got to be in the game. I don't want to take piano lessons anyway. I want to quit." Mother became angry at his reply and made him stay at home for the lesson. Roy became angry too.

How would you solve this problem?
Why did Roy want to stop the piano lessons?
Was he more interested in football or music at this time?
Should he quit the piano lessons?

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
N.D.E.A. Title V-A Project 13, Abington School District, Abington, PA 19001

Activity # 121

Subject Area: Science

Grade Level: Intermediate

Title: "Do they tell the truth?"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

7.01 The pupils will show understanding that some tasks must be done alone and some in groups or teams.

7.02 The pupils will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The pupils will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Students will acquire basic consumer skills, and recognize materials/processes/tools of occupational clusters by doing this activity.

ACTIVITY: (One hour to a week depending upon the number of products used)

Have pairs of students test products as they are advertised on T.V. Be sure to keep products' names covered until all testing is finished.

Keep chart on products and record results of each test.

1. Did the product stand up to claims on T.V.?
2. Which brand did students feel was the better of the two they tested?
3. Which would be a better buy for the price?
4. Which would the students buy?

Class will prepare a large chart to post in the classroom. This may be continued all year. Also, it may be revised each year.

Discuss: What careers are involved in advertising? (e.g. layout artist, copywriter, sales executive, package designer, market researcher).

RESOURCES

Community Contacts:

Careers in advertising: invite an artist, marketing researcher, or someone in the advertising field to speak in your class on their career; the "truth" in advertising; how commercial products are tested.

Free Information:

0020

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 122

Subject Area: Science

Grade Level: 7

Title: Landscaping & Science

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

3.02 The students will display their understanding of the variety and complexity of occupations and careers.

3.03 The students will be able to determine the characteristics and qualifications of a variety of occupations.

3.18 The students will identify the relationship of personal interests to success in specific occupational areas.

*Capsule Activity Description:

By talking with a local landscaper students will better see the relationship between science and careers in landscaping. They will also broaden their awareness of career opportunities in landscaping.

ACTIVITY

This activity can be tied into a lesson on botany, physical geography or other scientific topic.

Visit a local nursery or have a local landscaper visit the classroom to speak about how he uses science in his work. Topics convered could include the life cycle of flowering plants, role of chlorophyll in growth of plants, importance of good drainage etc.

Students will then visit the school library to research as many careers as possible in the area of landscaping.

Some related career titles are:

Landscape: Architect
Contractor
Gardener

Land: Surveyor

Supervisor: Park & Cemetery Workers

Greenskeeper

Special effects gardener (Motion pictures)

Tree Surgeon

Law Service worker

Urban forester

Students then report to the class on their findings, paying particular attention to how each career would make use of the scientific info students are learning in class.

RESOURCES

Community Contacts:

Local Landscaper or Botanist

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by

Angelo Llopis, Career Education Specialist, Bristol Board of Education,
Bristol, CT 06010

Activity # 123

Subject Area: Science

Grade Level: 7-9

Title: See Germination

BEHAVIORAL OBJECTIVES:

2.06 The students will recognize developmental processes that occur in and out of school.

6.08 The students will refine problem-solving skills by using them and experimenting with them.

*Capsule Activity Description:

Watch seeds germinate in a petri dish and add water when necessary. Keep paper moist. Record results.

ACTIVITY

Equipment:

1 package of seeds which will germinate within 2 weeks.
moist paper towel or blotter paper
1 Petri dish

1. Cut two layers of paper towel or blotter to fit the Petri dish. Saturate the oaper with water and place it into the Petri dish.
2. Put 20 seeds in between the paper layers.
3. Cover the Petri dish and set aside in an undisturbed place at room temperature.
4. Observe the seeds daily, adding water when necessary to keep the paper moist, but being careful not to submerge the seeds. Count and record the total number which have germinated on the chart below.
5. When there is no further germination in at least two days, total up the number of seeds which have germinated.

6. Answer the calculations and predictions asked for below.

DATA AND RESULTS:

Day	Total no. germ.
1	
2	
3	
4	
5	
6	
7	

Day	Total no. germ.
8	
9	
10	
11	
12	
13	
14	

1. What percent of the seeds germinated? Show your work.

2. If you had a package of 600 seeds from this sample, how many would you expect to germinate? Show you work.

3. If you wanted to have 50 seeds in each row plant germinate, how many seeds would you plant per row? Show your work.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: John Zupher,
Dan Morton of Capitol View Jr. High School; Roseville, MN 55113
Gary Engstrom, Bryant Jr. High School, Minneapolis, MN 55401

Activity #124

Subject Area: Science

Grade Level: 7 and 8

Title: Science and the
Environment

BEHAVIORAL OBJECTIVES:

7.01 The students will show recognition of the implications of working independently and working with others.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

7.03 The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Students will become more aware of career opportunities in environmental work by listening to a guest speaker, and researching environmental careers in the school library.

ACTIVITY

1. Discussion in class on what is the environment, and need for protection (especially in your local area)

2. Invite a speaker from the Environmental Protection Agency to speak about

   What is being done in your area to clean up the environment

   Availability of careers in the area of environmental protection:, examples may include Fish & Game & Wildlife Management, recreational clean up, local trash and garbage collector and where the refuse is dumped and why...

3. Have students research Environmental Protection careers in the school library, then report back to the class on findings.

4. Have students initiate a school "environmental improvement" program. This could include cleanup of the grounds, planting flowers in front of the school, painting sayings on waste baskets to encourage their use etc.

RESOURCES

Community Contacts:

Guest speaker from EPA

Free Information:

0075
0060
0182

Other Resources:

*This activity has been designed and/or used successfully by:

Michael Grisko, Teacher, Bristol Board of Education
Bristol, CT 06010

Activity #125

Subject Area: Social Studies

Grade Level: Intermediate

Title: "Famous Americans"

BEHAVIORAL OBJECTIVES:

2.01 The pupils will give evidence of their understanding of the interrelationship between education and work.

2.03 The pupils will show awareness of multiplicity of skills and knowledge in education.

2.04 The pupils will demonstrate their understanding of the need for continuing education in a changing world.

2.05 The pupils will show their recognition of the role of education in career and life goals.

2.06 The pupils will recognize developmental processes that occur in and out of school.

*Capsule Activity Description:

Students come to a realization of life influences upon famous American's lives, and realize that one' success in work is affected by one's attitude.

ACTIVITY: (five hours)

1. Each child must have completed reading one biography of a famous American.

2. Class discussion--What Do We Want to Know. In this discussion children will tell what types of things were interesting about their character: childhood, education, interests, what actually made them famous, their career, etc.

3. Class discussion--Why Did They Choose Their Career? (discuss interests, abilities, opportunities, historical time and setting, etc.)

4. Have the children dress up as a character and tell about themselves ending their story midway in their life and telling what they hope to do in the future.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity #126

Subject Area: Social Studies

Grade Level: Intermediate

Title: "Class Courtroom"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

3.11 The pupils will show awareness of the variety of jobs in the community and region.

*Capsule Activity Description:

Students examine the Judicial System and develop an understanding of the Constitution as well as broadening awareness of judicial careers through this activity.

ACTIVITY: 3 class periods

Select a crime (e.g. stealing television pictures) to be tried in a courtroom situation. Assign the following roles so that all students are involved:

Judge
Jury
Defense Attorney
Prosecuting Attorney
Defendant
Spectators
Bailiff
Policeman
Witnesses
Plaintiff
Stenographer

Before beginning the trial, provide a brief job description for the above, as well as a statement regarding correct courtroom procedure. When the trial is concluded, discuss common problems which are frequently settled through the judicial system. (e.g., non-payment of debts, consumer frauds, libel)

Reference to the Constitution should follow these discussions to show the relationship of all local, and state laws to the federal law.

Job descriptions:

Job descriptions:
Judge - A person who decides questions

Defense Attorney - A person who opposes the claim of the prosecutor
Prosecuting Attorney - A person who investigates and accuses
Stenographer - Records what is said
Bailiff - A minor court officer
Policeman - A person who enforces the laws

RESOURCES

Community Contacts:

Invite one of the local police, or member of the judicial system to give a first hand account of their job to the class.

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 127

Subject Area: Social Studies

Grade Level: 7-9 (Jr. High)

Title: Who helped make it

BEHAVIORAL OBJECTIVES:

3.12 The students will show familiarity with a variety of career groupings and the types of jobs found in each grouping.

6.04 The students will recognize the materials, processes, and tools of occupational clusters.

7.03 The students will display awareness of groups and the interaction of group members.

*Capsule Activity Description:

Divide class into several small committees.
Each group will select a product.
Name as many workers as you can that are associated with your product.

ACTIVITY 60 minutes

We will divide the class. each committee will select a chair-person.

The learners may pick their own committees or you may arrange them.

Are the committee chairpersons selected?

You may wish to have the committees compete for the longest list.

Each committee will choose a product with which to work. Before you decide, however, you should know what you will be doing with them. During the remainder of today's class period, each committee will list all the workers who had something to do with the finished product. Beside each worker you will state what each did to make the finished product.

For example, if I were to choose this can of corn, I would think of these workers:

1. Farmer - planted the corn
2. Artist - designed the label
3. Railroad engineer - hauled the corn from the farm to the canning factory
4. Machinist - made the plow that the farmer used.

Visit each committee to make sure that each is on the right track. Obtain a list of art materials and other supplies that each will need in the next lesson.

SUMMARY

I see that some of you have listed as many as_______ workers for your product. Other lists are not quite that long. Perhaps some of you will get some more ideas before you come to class tomorrow.

Tomorrow you will use your lists of workers and arrange each worker in the order that each worked on the finished product.

Again, please remember the magazines or pictures of workers that I have asked you to bring to class next time. When the pictures have been arranged properly, you will again be illustrating assembly line production and labor division.

ASSESSMENT PROCEDURES

DESCRIPTION

A short-answer essay item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

	Worker		Contribution
1.	Miner	1.	Removed metals from groun
2.	Machinist	2.	Made plow for farmer
3.	Seed supplier	3.	Sold seed to farmer
4.	Truck driver	4.	Hauled cans to grocer
5.	Inspector	5.	Approved corn for packing
6.	Railroad engineer	6.	Hauled corn to processing plant
7.	Stock boy	7.	Placed corn on shelves
8.	Carry out person	8.	Pushed cart to shopper's car
9.	Cashier	9.	Accepted payment from shopper
10.	Account	10.	Sent bill to store for corn
11.	Industrial truck operator	11.	Stacked cartons for shipment
12.	Commercial artist	12.	Designed label
13.	Chemist	13.	Prepared insect spray
14.	Farmer	14.	Planted corn
15.	Design engineer	15.	Designed plow

Note: Any of the above responses or any other reasonable response may be accepted.

Name____________________

Date____________________

Lesson 5

ASSESSMENT ITEM

List seven workers who helped produce a can of corn. Beside each worker state briefly his contribution to the finished product.

Worker	Contribution
1.____________________	1.____________________
2.____________________	2.____________________
3.____________________	3.____________________
4.____________________	4.____________________
5.____________________	5.____________________
6.____________________	6.____________________
7.____________________	7.____________________

RESOURCES

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheets: Sequenced Workers and their Functions For: 1. A can of corn 2. A newspaper 3. A leather wallet or purse 4. A pair of sunglasses	Can of corn Pair of shoes Baseball glove Newspaper Can of organce juice Leather wallet or purse

Other Resources:

*This activity has been designed and/or used successfully by:

Richard Armenta, Louis Casillas, Robert Reichard
Arizone Department of Education

Activity # 128

Subject Area: Social Studies

Grade level: Junior High

Title: Tracing Our Food

BEHAVIORAL OBJECTIVES:

3.06 The students will show an understanding of how the performance of some occupations meets the needs of the community.

*Capsule Activity Description:

The students will show on their maps how people having a variety of careers transport foods from the farm to the factory to the store in their community.

ACTIVITY

Discuss the homework assignment of drawing a map to trace how the foods get from the farm to the factory to the store in the community. Have the students explain how they traced the foods transportation process on their maps.

Have some students demonstrate on the chalkboard how they drew the pictures to demonstrate how we get our foods from the farm to the factory to the store.

Have the students discuss the variety of careers that are involved when food is transported from one place to another. Have the students put their maps on the bulletin board.

An example of some careers involved when transporting foods from the farm: a person who operates the farm machines, the person who picks the vegetables on the farm, the person who puts the foods on the truck, the truck driver. Factory: the assembly line worker, the machine operator, the people who check how the foods are processed at the factory. Store: the person who takes the foods off the truck, the person who weighs the foods, the stock clerk, the cashier, the store manager and the store owner.

RESOURCES

Community Contacts:

People from the community who are truck drivers, and who have worked in factories.

Free Information:

Plan a field trip to visit a factory, to talk to people who have worked in a factory, and guest speakers who have had contact with a variety of careers that are done in factories.

Other Resources:

Guest speakers such as cashiers, truck drivers, store owners, store managers, and other personnels who have worked in the stores.

*This activity has been designed and/or used successfully by: Margaret C. Coston, Villanova University Teacher Corps Graduate Intern.

Activity # 129

Subject Area: Social Studies

Grade Level: Junior High

Title: Choosing Life Goals

BEHAVIORAL OBJECTIVES:

2.05 The students will show their recognition of the role of education in career and life goals.

*Capsule Activity Description:

The students will study fringe benefits of the waiter/waitress and show recognition of the role of education in career and life goals.

ACTIVITY

Have the students discuss the fringe benefits that the waiter/waitress can have as a full time waiter/waitress.

For example: They can receive free meals, (on some jobs), they can get their uniforms free, paid vacations, and health and life insurance. Have the students discuss how this helps one in his/her life's goals.

For example: Some people choose jobs which they can take a vacation with pay, they don't have to worry about having a large bill from getting sick, and they don't have to worry about purchasing required uniforms for his/her particular job.

Have the students discuss how one can obtain all the educational skills required for one to be a good waiter/waitress.

For example: some waiters/waitresses have to have a current Food Handler's Certificate.

Have the students discuss the many ways in which their career goals can be and are directly related to their life goals.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by: Margaret E. Coston, Villanova University Teacher Corps Intern

309

Activity # 130

Subject Area: Social Studies

Grade Level: 8th

Title: My Brother Must Go to Court!

BEHAVIORAL OBJECTIVES:

3.23 The children will show awareness that present school experiences are related to certain career requirements.

*Capsule Activity Description: 2 hours - 1 week

Class visits the criminal court and city hall; they will listen to an actual trial and interview the judge and lawyers afterward.

ACTIVITY

The class will receive information from the courts as to terminology used in courts. This brochure will have a vocabulary of terms such as habeus corpus, etc. The teacher will teach the terms, structural/analysis/word attack. Teachers have contacted city hall and the judge and lawyers are prepared to receive the youngsters; aware of age and grade level.

Students will role play in the classroom a case the teacher has constructed. They will have a jury, judge, defense and prosecuting attorneys. Students will bear in mind that they must compare their case with the actual case they will see later on.

Questions for lawyers and judge:

1. What courses you must take in school to become a lawyer?
2. How long does it take? Preparation, etc.
3. Allied occupations in the area of jurisprudence will be asked of the lawyer, e.g. court stenographer!

RESOURCES

Community Contacts:

District police station often arrange crimial in the local areas. Student may ask police authorities questions concerning trials.

Free Information:

Legal Aid Society

Other Resources:

Film: "So You Want to Be a Lawyer?" Public Library Film, John F. Kennedy Blvd., Philadelphia, PA.

*This activity has been designed and/or used successfully by: B. Jackson, Teacher
Vaux Jr. High , 24th and Masters Sts., Philadelphia, Pa. 19121

Activity # 131

Subject Area: Social Studies

Grade Level: 8th

Title: A Minority Finds Employment

BEHAVIORAL OBJECTIVES:

3.03 The children will show their understanding that occupations have varying characteristics and qualifications.

*Capsule Activity Description:

The students find and learn the difficulty of certain groups to attain employment according to race, education, etc.

ACTIVITY

Here's another role-playing variation on the same theme: From newspaper reports, list those groups among whom unemployment is greatest. For example, the government report might mention that unemployment is especially high among young people, blacks, Indians, women, people without college degrees, and so on. List four or five of these groups. Tell your students to look through all the "help wanted" ads in the newspaper's classified section for one day. Each student should pretend to be an unemployed member of each listed group. He or she should mark distinctively each advertised job that would be more difficult to get because he or she is a member of one of the listed groups. For example, students might circle in red every ad for a job they think might be difficult for a young person to get. A green circle could indicate those jobs they think might be closed or hard to get for a female jobseeker, and so on. (Of course, some jobs may have two or more circles.) Students should be prepared to explain why they chose the job ads they did. Comparison of the choices will make a lively and productive discussion.

RESOURCES

Community Contacts:

Daily Newspapers

Free Information:

Daily Newspaper

Other Resources:

*This activity has been designed and/or used successfully by:

B. Jackson, Teacher
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 132

Subject Area: Social Studies

Grade Level: 8th

Title: Help Wanted

BEHAVIORAL OBJECTIVES:

7.05 The students will show recognition of the difference between an entry-level job and future mobility within that job cluster.

*Capsule Activity Description:

There will be an extension of lessons on unemployment. They will closely examine the newspaper's "help wanted" ads to get some idea of how the local job situation fits their analysis.

ACTIVITY

Judging from the jobs most frequently advertised as available, what groups would have the easiest (or hardest) times finding jobs locally?

One interesting variation involves role-playing: Assign one available job from the "help wanted" section to each student. Be sure to select a variety of jobs, but place greatest emphasis on types of jobs that have appeared most frequently. Tell students they are the presidents or personnel directors of the hiring firms. Have each student write a job profile memo describing the employee he or she would ideally like to find for the job. The memo should include data about the potential employee's age, educational background, skills, and any other pertinent characteristic. You may then want to appoint one student as a "labor statistician" to analyze the memos. His or her report should tell what kinds of workers local employers are most frequently seeking. Based on these memos, who would find it easiest to find jobs? What groups would seem to have the greatest unemployment problems? How do these findings compare with the actual statistics in the latest federal unemployment report?

RESOURCES

Community Contacts:

Local Newspapers

Free Information:
Local Newspapers

Other Resources:

*This activity has been designed and/or used successfully by:

B. Jackson, Teacher
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 133

Subject Area: Social Studies

Grade Level: 8th

Title: How to Make Consumers
Buy Your Products

BEHAVIORAL OBJECTIVES:

6.03 The students will recognize the materials, processes, and tools of of occupations.

*Capsule Activity Description: 2 hours

The students will learn the different techniques of advertisements so as to possibly pursue this field.

ACTIVITY

Advertisers use a number of techniques to stimulate demand for their products - name-calling, bandwagon, testimonials, plain folks, transfer, glittering generalities and card stacking. Have your students clip and bring to class newspaper advertisements that illustrate at least five different appeal techniques. Discuss the effectiveness of each technique.

Many government agencies and public organizations work to protect consumers. Tell your students to clip newspaper articles about consumer protection groups and bring them to class. Pool the articles collected and separate them according to agencies. Then assign small committees to learn about the functions of these agencies. Tell them to continue to collect news items illustrating the work of their respective organization. Graphs are used to clarify data presented in prose form. Tell your students to clip newspaper articles illustrated by graphs. Have them put the items into one of three categories: articles that clear enough without the graphs; graphs and articles that are interdependent.

RESOURCES

Community Contacts:

Local Newspapers

Free Information:

Local Newspapers

Other Resources:

*This activity has been designed and/or used successfully by:

B. Jackson, Teacher
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 134

Subject Area: Social Studies

Grade Level: 8th

Title: Advertising, Consumerism
and Graphs

BEHAVIORAL OBJECTIVES:

8.01 The children will show development of positive attitudes toward employment.

*Capsul Activity Description:

The students will learn what motivates, stimulates, and causes buying and selling - hence employment.

ACTIVITY

Why do business people place ads for their stores or products in the newspapers? Have your students list the different purposes of advertisements in your newspaper for three days. Their lists may include such purposes as sales announcements, introductions of new products, reminders of approaching events, hints on new uses for old products, and so on.

Ask your students to watch the newspaper for effective advertising techniques. Have them clip their favorite ads each week to bring to class for a vote on the "advertisement of the week." On a bulletin board disply, frame the advertisement with constrction paper and ask the student who brought it to write a brief discussion of its most effective features.

RESOURCES

Community Contacts:

Local Newspapers

Free Information:

Local Newspapers

Other Resources:

*This activity has been designed and/or used successfully by:

B. Jackson, Teacher
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 135

Subject Area: Social Studies

Grade Level: 8th

Title: What system of Government Is Best?

BEHAVIORAL OBJECTIVES:

4.11 The children will show a beginning awareness of the economic aspects of life styles.

*Capsule Activity Description:

Students will learn about the "economic geography" of your community by reading news accounts of the major industries in your area.

ACTIVITY

Have each student write a composite of your community using the articles for background material. How would a news item of economic importance be changed in a communistic or socialistic system? Have your students choose news articles or analytical columns about the economy. Then tell them to rewrite the articles to conform with the viewpoints of both communism and socialism.

Ask your students what they would want to tell a Soviet youngster about our nation's economic system. Have them pretend to write a pen pal letter to a student in Russia describing life in a capitalist nation. Then have them clip newspaper articles and photographs they would send to illustrate the points they made in their letters.

RESOURCES

Community Contacts:

Newspapers: Bulletin, Inquirer

Free Information:

Daily newspapers

Other Resources:

*This activity has been designed and/or used successfully by:
B. Jackson, Teacher
Robert Vaux Jr. High
Philadelphia, PA 19121

Activity # 136

Subject Area: Social Studies

Grade Level: Intermediate

Title: Production &
Consumption

BEHAVIORAL OBJECTIVES:

4.01 The pupils will show recognition of the role of work in economic independence.

4.02 The pupils will demonstrate acquisition of basic money management skills.

4.03 The pupils will demonstrate acquisition of basic consumer skills.

4.06 The pupils will show understanding that social and economic needs and wants differ among people.

*Capsule Activity Description:

Students learn the concepts of production and consumption by relating it to their everyday actions; they also broaden awareness of different careers this activity.

ACTIVITY: one hour

To illustrate the concepts of "Production" and "Consumption", conduct the following activity: Begin by defining the terms, production and consumption. Emphasize the fact that a producer makes or does certain things; whereas, a consumer uses these things.

Instruct each student to make a list of what they produce and consume while in school. When completed note the differences among individuals.

To extend the activity, select various professions and list what people in those professions produce and what they consume.

RESOURCES

Community Contacts:

Invite a member of the working community to class to discuss production/ consumption in their job.

Free Information:

Other Resources:

This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 137

Subject Area: Social Studies

Grade Level: Intermediate

Title: "Where will I find work?"

BEHAVIORAL OBJECTIVES:

4.10 The pupils will show recognition of the role of work in economic independence.

4.11 The pupils will show awareness of the relationship between desired life styles and career opportunities and potential.

4.12 The pupils will show a beginning understanding of the economic relationship between themselves, family, and community.

4.13 The pupils will show a beginning understanding of the relationship of economic trends that affect their community and state.

5.01 The pupils will show development of a vocabulary for identifying and stating personal goals.

5.02 The pupils will demonstrate their understanding that decision making involves responsible action.

5.08 The pupils will show development of a receptivity for new ideas and an exploration of new ideas.

*Capsule Activity Description:

Students gain a better understanding of the relationship between occupational role and life style, as well as the relationship geography has with occupations in that area.

ACTIVITY

Play the game--"Where Will I Find Work?" This game is developed around a map of a geographical area. Have children write the names of occupations on slips of paper, one name per paper, and place them in a large container. Shake the container well. Then have children take turns drawing an occupation and fastening it to an appropriate place on the map, explaining the choice of location. For example:

a) I am a tobacco farmer. I would live where the soil is rich and the climate is mild.

b) I am a dock worker. I probably would live and work in a seaport city.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

Kingdom of Could Be You. Set of 16 animated 16 mm color films which encourage consideration of career awareness and self-esteem by the young learner. Cost: $995.00 (estimate). Encyclopedia Britannica Educational Corporation.

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 138

Subject Area: Social Studies

Grade Level: Intermediate

Title: "Diversified Community Occupations"

BEHAVIORAL OBJECTIVES:

3.01 The pupils will display an acquisition of vocabulary for describing the world of work.

3.02 The pupils will display their understanding of the variety and complexity of occupations and careers.

3.03 The pupils will show their understanding that occupations have varying characteristics and qualifications.

3.07 The pupils will observe the way in which occupations are interdependent in fulfilling community needs and goals.

3.11 The pupils will show awareness of the variety of jobs in the community and region.

3.16 The pupils will identify and classify local jobs.

3.17 The pupils will show awareness of the existence and importance of the interdependence of jobs.

*Capsule Activity Description:

Students recognize geography and how it affects workers in this century and in others; students also practice writing skills in this activity.

ACTIVITY: (one week)

Students learn about careers and how they originate through examination of historical development and changes.

Before introducing the project activities it is necessary that the students have an awareness of several concepts. The teacher should determine if the students are aware of these concepts. If not, areas should be explored before the lesson begins.

The concepts include:

1. People have many kinds of careers.
2. Every occupation contributes to society.
3. Every person is an individual, with different abilities, interests, needs, values.

4. People pursue careers for many reasons.

5. A person may be suited for several different careers.
6. Changes and conditions in the world affect careers.
7. People must adapt as the world changes.
8. Different occupations are interrelated in many ways.

The purpose of this activity or lesson or series of lessons is to find a way to develop with the student an understanding of the diversity of occupations that contribute to the life of the community.

In addition, they should be aware of the interdependency of these occupations. In all probability, you would discuss the idea with the class and ask for some ideas about how to design it for your classroom. The plan might develop into something like the following.

> Construct a scale simulation of the "Mississippi River" on the floor or wall using construction paper or another suitable material. It should be of considerable length to accommodate the activities which will be described.

Make a little steamship that will move along the river. The ship and the river should have a name. If the simulation is constructed on a wall they will need to use the appropriate wire or adhesive and design some means of moving the vessel along to any desired location along the river.

Students could make simulations of river towns and cities with construction paper and bits of carved wood or other material. They might paste captions beside the simulation. At this point, it is probable that students will need references for some authentic details about steamship days along the Mississippi or, they may decide to do it in a modern theme. In either case, it will be necessary to have enough background to be able to carry out the activities which will be suggested.

With the mural as a background, students might be challenged to write imaginary journals about residents of the river towns, depicting various local business acitivities, and the trade and commodities characteristic of each geographical region. Other students may write stories or plays about the working life of the people or of the riverboat crew. Some of these stories may lend themselves to role-playing.

Each student may prepare a paper contrasting occupations in the riverboat era with occupations that now provide different goods and services. You can initiate conversations with the class about positive and negative aspects of a variety of occupations, about life styles, past and present, about some of the changes in career preparations which have been brought about by industrialization and specialization.

This type of activity, whether it is the Mississippi River or something similar, lends itself to interdisciplinary teamwork among social studies, geography, art, and language arts programs. Adaptations are possible as the ideas of the participating teachers and students are expressed.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

PA. Department of Education

Activity # 139

Subject Area: Social Studies

Grade Level: 8th

Title: Free Enterprise - Is
It Really Free?

BEHAVIORAL OBJECTIVES:

1.12 The students will show understanding and recognition that forces such as social, economic, educational, and cultural influence their development.

*Capsule Activity Description: 2 hours

Students will learn the forces that make our nation what it is.

ACTIVITY: 1½ to 2 hours (follow-up could continue for week)

Just how free is our nation's system of "free interprise"? Assign a committee to design a bulletin board display title "Free Enterprise-Is It Really Free?" Then ask your students to bring to class newspaper clippings about government controls and restraints on business and labor. Some examples might be articles about enforcement of antitrust laws, federal consumer agencies, tariff protection, wage and price controls, and so on. Assign students to research and write essays about the ways these controls help, as well as hinder, the system of "free enterprise."

RESOURCES

Community Contacts:

Library, Bulletin, INquirer

Free Information:
Library, Bulletin, Inquirer

Other Resources:

This activity has been designed and/or used successfully by:

Teacher, B. Jackson
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 140

Subject Area: Social Studies

Grade Level: 8th

Title: The Unemployed

BEHAVIORAL OBJECTIVES:

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

*Capsule Activity Description: 1½ hours

Students will learn some of the causes and effects of high unemployment in our society.

ACTIVITY

Many factors cause unemployment. Ask your students to watch for news about events that might lead to unemployment, such as automation or closing of a factory, depletion of resources, industry moves, and so on. Tell them to write editorials or draw editorial cartoons concerning these events.

Each month the federal government publishes nationwide unemployment statistics. These statistics can be an excellent source of information about some basic facts of economic life. Have your students carefully read newspaper reports about a single month's unemployment figures. Then have them write analytic reports explaining the facts that the government's figures present in skeletal form. Is the unemployment rate up or down? Why? Was this expected or surprising, given the present state of the economy? Do the figures show that unemployment is especially high among young people? Racial or ethnic minorities? Workers in certain job classifications or particular geographic areas? Are there groups among whom unemployment is especially low? What are some of the reasons for each of these phenomena?

RESOURCES

Community Contacts:

Free Information:

Local Newspaper

Other Resources:

Department of Labor Statistics

*This activity has been designed and/or used successfully by:

B. Jackson
Robert Vaux Junior High School
Philadelphia, PA 19121

Activity # 141

Subject Area: Social Studies

Grade Level: 8th

Title: I Want to Play the
Stock Market

BEHAVIORAL OBJECTIVES:

4.02 The children will demonstrate acquisition of basic money management skills

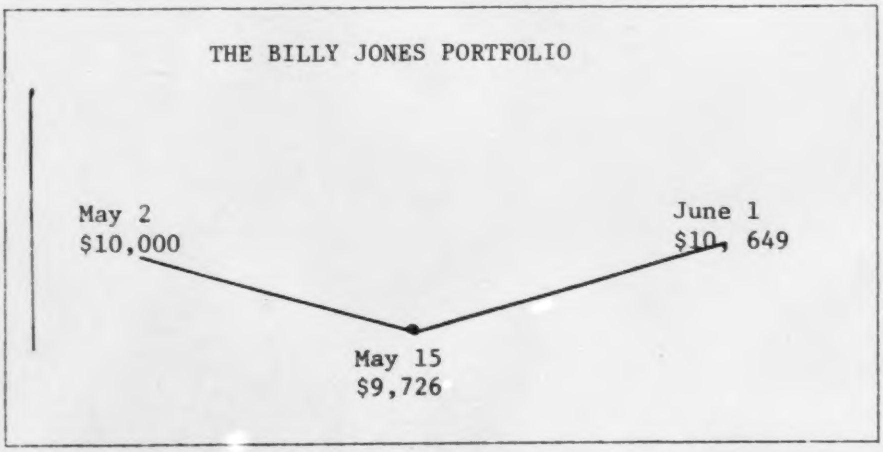
*Capsule Activity Description: 2 hours - 1 month

The class will follow the newspapers stock report of some major local corporations.

ACTIVITY

Have them evaluate reasons for fluctuations by using newspaper reports of factors that affect the stock market. Students will learn to convert stock quotation figures to dollars and cents. Tell your student to choose 25 stocks from your newspaper's listing and copy their names, the high, low and closing prices, and the net changes. Then have them convert these figures to dollars and cents for eight shares of stock. Students will have a much clearer understanding of the meaning of investment if they seem to have a "stake" in the fluctuations of the stock market. Turn this drill into a contest. Assign each student a certain sum of imaginary money (such as $10,000) to invest in the stock marget. Explain that he or she is to buy and sell stock with the goal of maximizing capital gains, the increase in the value of his or her portfolio, by the end of a certain time period. Ask the students to justify every transaction they undertake with clippings from the business pages of the newspaper. They should be able to offer a clear explanation, based on their clippings, of why they bought or sold any particular stock at any given time. Ask students to graph their progress.

Example



RESOURCES

Community Contacts:

Free Information:

The Daily Newspapers

Other Resources:

*This activity has been designed and/or used successfully by:

Vaux Jr. High School: Boswell Jackson, Teacher

Activity # 142

Subject Area: Social Studies

Grade Level: 8

Title: History

BEHAVIORAL OBJECTIVES:

2.01 The students will give evidence of their understanding of the interrelationship between education and work.

2.03 The students will show awareness of multiplicity of skills and knowledge in education.

2.06 The students will recognize developmental processes that occur in and out of school.

2.07 The students will show their understanding that educational planning is necessary for all students.

2.09 The students will show realization that learning is continuous, occurring inside and outside of school.

2.10 The students will illustrate how participation in school activities can relate to selected career areas.

2.11 The students will show awareness of the elements that make up career clusters.

2.12 The students will display understanding of the relationship between levels of education and levels of employment.

2.14 The students will show understanding of the educational requirements needed for entry into occupations within selected career areas, and the need to plan an educational process to reach their selected career goals.

*Capsule Activity Description:

Students get a feeling of what it's like for teachers to prepare and teach a class by doing so themselves.

ACTIVITY

PROCEDURE:

1. Have students choose their own groupings, 4 to a group, to create 6 groups (teacher has final say as to grouping to keep balance.

2. Have groups choose a given chapter to work with, from a 6-chapter sequence. (If a conflict, drawing of lots is fairest determiner of choice.)

3. Spend 1 week with all groups examining available resource materials as would be available to a teacher for preparation of a given chapter's work. (Textbooks, audiovisual materials, my file of previously used teaching materials.)

4. The 2nd week begin with 1st chapter of sequence each group was required to produce a weekly and daily lesson plan with supporting materials (class assignments and homework review materials and testing materials.)

5. Each group allowed 1 week to present their materials. It was emphasized that different teaching tasks should be matched to the appropriate personality within a group.

6. The culminating activity for each week's work was a group-made test.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:

Michael Leahy
Bristol Board of Education
Bristol, CT 06010
Career Education Curriculum Guide

Activity #143

Subject Area: Social Studies

Grade Level: Junior High School

Title: News Magazines

BEHAVIORAL OBJECTIVES:

5.01 The students will show development of a vocabulary for identifying and stating personal goals.

7.02 The students will demonstrate the ability to work independently and in groups to attain a goal.

8.01 The students will show development of positive attitudes toward employment.

*Capsule Activity Description:

The student will learn to identify and read news magazines and understand the significant roles political journalists play in shaping attitudes. Students will learn to analyze news articles.

ACTIVITY

LARGE GROUP: Have the students organize a display of news magazines they can find in their school library. Allow time for the students to describe their findings. Show the students various news magazines available on the market. Describe why news magazines are important resources of current events information.

INDIVIDUAL: The students will individually create a news magazine. They will record and evaluate news items from radio and television news programs, newspapers, etc. Then they will write their own news articles to be placed in their magazine.

CORRELATING CURRICULUM: Art Department might be involved in cover designs, cartoons, illustrations, etc. Language Arts Department could be involved in structural formation.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

News Magazines: U.S. News and World Report, Time, Newsweek, etc.
Occupational Outlook Handbook

*This activity has been designed and/or used successfully by:

Warner Page, Friendship Central School, Allegheny County, New York

332

Activity 144

Subject Area: Social Studies, Math,
Art, Industrial Arts

Grade Level: Intermediate

Title: "Building a House"

BEHAVIORAL OBJECTIVES:

3.25 The students will review the performance requirements for various jobs.

3.06 The pupils will be able to show their understanding of the interdependence of occupations to fulfill the goals, needs, and functions with a community.

7.05 The pupils will show understanding that members of a group may accomplish tasks by having each person specialize on a particular part.

*Capsule Activity Description:

Given the study of a building of a house students will be able to list the different stages of development of the house and what workers are involved in building it.

ACTIVITY

Before students begin activity, teacher should establish a basic background of skills in construction.

Develop the concept of various stages of building; drafting, carpentry, tools.

Show that in construction there is an interdependence of workers.

Show that in all skills the unit of measurement is essential.

Show that in all occupations a practice of good safety habits is necessary.

The teacher will develop the concepts of working conditions of the workers.

Is it an indoor-outdoor job?

Does he work alone or with many other workers of various jobs?

Does the community depend upon these workers? How?

Does it require high school, post high school, or college study?

Procedure:

Divide the class into small groups with each student participating according to his own ability or skills in math, art, or writing. Teacher guidance or parental assistance will be needed to encourage each student to participate.

All children will participate in these activities in small groups or teams.

Field trip to see a house being constructed - vocational technical school.

Do creative writing about the field trip and display it on the board or a chart.

Draw an illustration of an imaginary floor plan or reproduce one from a sample.

Performance by principal, resource person, and student of: power saw vs. hand saw; power drill vs. hand drill; power grinder vs. file.

Using hammers and nails make various shapes of objects or a skeleton of a simple building.

Students will be able to demonstrate their knowledge of the different stages of house construction by listing the stages and the different workers involved in the building of a house.

RESOURCES:

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or used successfully by:
G. Mallen, I. Apetz, and Y. Shell
Watertown Independent School District, South Dakota

Activity # 145

Subject Area: Social Studies/
Language Arts

Grade Level: Junior High

Title: The Waiter/Waitress

BEHAVIORAL OBJECTIVES:

3.06 The students will show awareness of careers as they relate to the needs and functions of the community.

*Capsule Activity Description:

The waiter/waitress will be a guest speaker in the classroom and the students will listen to the experiences and job duties of a waiter/waitress.

ACTIVITY

Have each student discuss their experiences when interviewing a waiter/waitress about their job.

Explain to the students you have a guest speaker for today who is a waiter/waitress in a restaurant in the community.

Have the students listen to person's experiences and job duties and how their job helps them serve the people in the community.

Have the students ask questions - After the guest speaker has gone.

Have the students discuss how they enjoyed their guest speaker for today.

RESOURCES

Community Contacts:

Free Information:

Other Resources:

*This activity has been designed and/or successfully used by: Margaret C. Coston, Villanova University, Teacher Corps Intern.

Activity #146

Subject Area: Social Studies,
Reading, Spelling

Grade Level: Intermediate

Title:

BEHAVIORAL OBJECTIVES:

1.17 The pupils will identify their strengths, weaknesses, likes, dislikes, and achievements--and, show understanding of the relationship between interests, abilities, and achievements to occupations.

3.08 The students will show awareness of career characteristics within geographical locations and their relevance to job mobility.

3.13 The students will identify several careers and the specialized jobs that are related to each.

8.10 The pupils will show awareness of the variety and the uniqueness of art forms--e.g., dancing, painting, sculpture, and music.

*Capsule Activity Description:

Given a lesson to recognize different types of architecture (by a community member or teacher) in the area, students will be able to tell about occupations related to architecture after doing some research.

ACTIVITY

The teacher will need to instruct students as to walking around the school yard or street properly.

Children should observe various buildings they see from the school yard, or on their way to and from school each day.

Groups return to school room for a discussion on what they saw.

If possible, contact resource people such as a local architect, city planner, construction person to come to class to discuss careers in construction.

Students can do research in the library on various forms of architecture; then draw a picture of the building they saw that interests them most and tell why, and what type of architecture is depicted.

Students could also be asked to write a poem, short story about what they learned.

Recognize the buildings on the way to school.

Pantomime, singly or in small groups, one type of occupation related to architecture -- to be recognized by the class.

ACTIVITY (Cont'd)

Do a floor plan of the classroom, school, or home.

Make a collage of different architectural structures from Greece, Colonial, Modern, etc.

RESOURCES

Community Contacts:

Local Architect
Construction foreman/construction worker

Free Information:

Other Resources:

Occupational Outlook Handbook
D.O.T.

*This activity has been designed and/or used successfully by

This activity has been adapted from one piloted by Gretchen DeWall, Watertown Independent School, District 1, S. Dakota, from Elementary Career Education Guide, Aug. 73, Vol. 2B.